

PERSONAL COLUMN

In August, on our way back from holiday in Dordogne, we called at Oradour, near Limoges, the scene in June 1944 of a massacre by the Germans of nearly all the 500 or so inhabitants as a reprisal for the kidnapping of an SS officer. Under a cloudless sky it was hard for us, and the rest of the visitors, to take in the horror of it all. Many of the women and children were burned alive in the church, and most of the houses and shops were set on fire too. The French Government has preserved the ruins as a memorial: the rusty sewing machines, gas cookers and cars are still there, much as they were 43 years ago.

Yet only two years after Oradour, Winston Churchill – as far-sighted in this as he was blinkered in other matters – was telling an audience in Zurich: "The first step in the recreation of the European family must be a partnership between France and Germany". And 10 years later that partnership came into being with the signing of the Treaty of Rome.

For understandable reasons – of geography, history, language and the rest – we hesitated for many years to join in that notable act of reconciliation. Along that road to Damascus, I myself was little more than an observer: the Department of Education and Science in the 1960s and 1970s, like most of the rest of the educational system, hardly recognized a European dimension. But in 1960, in the Cabinet Office, I acted as secretary to meetings in London and Luxembourg of the Council of Association between the UK and the European Coal and Steel Community (and received, in return, a bronze medal with a map of the six on one side and a bust of Robert Schuman on the other). In 1975, again in the Cabinet Office, I was one of those who helped Ted Short to organize the referendum on our membership of the EEC.

The public story so far of the Community has not been glorious. Too often the headlines have been dominated by the latest argument over the budget or Spanish wine or British lamb – even, most recently, over the colour of the new European passport which will appear next year. Still, Enoch



RICHARD JAMESON

Channel crossing

'Away from the sound and fury of fractious politicians... some enduring links with Western Europe are being forged'

Powell must be almost alone today in believing that our membership of the EEC will not be permanent.

Away from the sound and fury of fractious politicians, I sense that some enduring links with Western Europe are being forged. The package tour has played its part: even more credit should go, I think, to schools and universities on both sides of the Channel.

A secondary school of which I have just become a governor is about to celebrate 25 years of exchanges with a school in Bonn. In a way, this is gratifyingly unremarkable: many others could claim as much. But behind these exchanges lie the years of unsung work by teachers in the preparation and planning for the trips and in their ready acceptance of responsibility, beyond the bond of their contracts, for escorting groups of excited and sometimes troublesome teenagers to distant places. There is much to set in the balance against the shame of the Heysel Stadium.

Again, syllabuses are gradually changing in response to demands for new insights into other European countries. For those with no great gift for languages, O level, and GCSE after it, now acknowledge the role of French and German studies. At A level, Racine and Corneille are no longer invariably pre-

scribed texts. Instead Simone de Beauvoir and Gide, even Simenon and Duras, appear on sixth-form reading lists. The French too (85 per cent of whom now take English as their first foreign language) are reading Graham Greene as well as Dickens, Iris Murdoch alongside Jane Austen.

But the classical literature of each country still flourishes in the other. There is a drama festival at Sarlat every summer, and this year we went to the "Soirée Prestige" – Shakespeare's *La Nuit des Rois*. In my ignorance, I imagined extracts from some of the histories: it turned out to be *Twelfth Night*. (*La Nuit des Rois* is, of course, Epiphany.) Bernard Levin said somewhere: "I wish the French would leave Shakespeare alone." The programme notes seemed to bear him out: Shakespeare would surely have smiled to read: "*Le poète a volontairement plongé ses acteurs dans la nuit la plus totale de leurs sentiments, avec des obstacles à vaincre...*" That sounds more like *Hamlet* than his most entrancing comedy. It was odd, to English ears and eyes, to transpose the first two scenes, so that we began with "What country, friends, is this?" instead of "If music be the food of love..." But it was a stylish production, spoken in beautiful French, under a starry sky.

Even if Molière would not feature in the repertoire of a small British drama festival, *Le Malade Imaginaire* and *Les Liaisons Dangereuses* are both currently on offer in London. I have no doubt that there will be a lot of sixth-formers in the audience.

Of course we and the French are both still guilty of linguistic idiocies. The insulting and inept British Telecom advertisement telling a Frenchman how to use our telephones is matched by the recent solemn decree of the French Ministries of Finance and Education which forbids in Government documents, schools and universities, a list of 80 English financial terms – *le bull market*, *le hot money* and so on.

I can end on a more encouraging note. This summer the Community's Ministers of Education finally ratified Erasmus, a continuing programme of student exchanges between European institutions of higher education. Several of our universities have taken the lead in promoting this end and thanks to them, a good share of the first exchanges will be with Britain. This would have gladdened the heart of H A L Fisher, one of Kenneth Baker's predecessors, who closed his *History of Europe* in the omnium year 1936 with the words "May future [European] generations close the rents, heal the wounds and replace our squandered treasure of humanity, toleration and good sense."

NEXT WEEK City problems

The first in a series on schools in rundown urban areas

Micro waves

Major survey of good computer practice

Age of Empire

Douglas Johnson on Hobsbawm's trilogy

Extra:

Primary books and equipment

NOTICEBOARD

PEOPLE...

Tom Hinde has been appointed director of education for the London borough of Hillingdon. Formerly second deputy chief education officer for Cambridgeshire, he succeeds Cyril Rundle who is retiring.

Frank White, former Labour MP for Bury and Redcliffe, has been appointed director of the General Municipal and Boilermakers training college in Manchester.

Christopher Martin, headmaster of Bristol Cathedral School, is to succeed Mr Gerald Peacock as chairman of the Choir Schools' Association.

CONFERENCES...

November 11: The modular curriculum organized by the British Educational Society, at Redcliffe High School, Bury. Speakers: Peter Watkins and Gareth Newman will discuss means of delivering experiential learning. Fee £4.95 including buffet. Details: 11 Tottenham, One Manor School, Chelsea, Chelsea.

November 14: The individual in education organized by the South West Branch of the Centre for the Study of Comprehensive Schools at Bodmin School, Cornwall. Details: David Dunkley, Bodmin School, Cornwall.

November 14: Equal opportunities today and tomorrow organized by Women in Education at the Liverpool Institute of Higher Education. Members: £11, non-members £20. Details: Penny Pennington, 44 Amber Crescent, Walton, Cheshire. Details: 0549 304.

COURSES...

November 14: Education for Peace. North-West Standing Conference on Inter-Faith Dialogue in Education conference at the William Temple high school, Preston, for teachers, school governors, youth workers and members of faith communities. Speakers will include Professor John Fergusson and members of the Birmingham Multi-Faith Centre. Fee £5. Details: Colin Scott, Secretary, NWSPC, 1 St Paul's Close, Clitheroe, Lancashire BB7 2NB. 0200 24719.

November 16-18: General staff development and business education organized by the National Association of Advisers and Inspectors for Business and Economics Education at the Beeches Management Centre, Birmingham. Details: Mrs Judith Capel, 26 Cornway Lane, Portchester, Fareham, Hants PO16 9DB.

November 17: Raising the church school experience to Government educational policy organized by Exchanges, an information and research exchange on church involvement in education at Regent's College, London. Fee £25. Details: Mrs Diana Lazenby, Cullum College Institute, 60 East St Helena Street, Abingdon, Oxon OX14 5EB.

November 18: Abused children – a paediatrician's view organized by the London branch of the British Association for Early Childhood Education at the South Bank Polytechnic, Rachel McMillan Avenue, 83 New Kent Road, London SE1. Speakers: Dr Ewen Ross. Fee £1.50 (visitors £2.00) including buffet. Details: Philip George, 116 Fordwych Road, West Hampstead, London NW2.

COURSES...

November 2 and 18: The Royal National Institute for the Blind is running two courses for those working with visually handicapped pupils, at Beaumanor Hall, near Loughborough, and Halifax Hall, University of Sheffield. Fees: £20 each. Details: Centre Administrator, RNIB, Education Courses, Marlborough House, Holly Walk, Leamington Spa CV3 4XP. Tel: 0926 452858.

November 7: Demystifying deafness a training day for professionals organized by the National Deaf Children's Society London South and West region at Hammersmith Town Hall, London W6. Details from the secretary: 01-602 0514.

November 11: Politics for A level students – the aftermath of the General Election, at the Central Hall Westminster. Speakers: Edward Heath, David Steel, Bryan Gould and Vincent Hanna. Fee £5.00. Details: Education and Training Solutions, Booking Office, 60 South Molton Street, London W1. Tel: 01-493 3408.

November 18-20: Interviewing skills for staff appraisal for staff in tertiary colleges, colleges of F and HE, polytechnics and I.e.a. officers. Details: Jamie Brooks, Staff Tutor, Further Education Staff College, Bletchdon BS18 6RG.

November 18: The Widowed Trust: Children under 16 are asked to produce a feature for radio or TV to find the

"Wildcat Reporter of the Year". The entries must concern an environmental issue or project involving water and wildlife. Details from The Wildcat Trust, Slimbridge, Gloucester GL2 7BT (please enclose SAE).

Mathematics: The Mathematical Association is holding a National Mathematics Conference on November 10 open to fifth and sixth-formers. Entry forms available from the Mathematical Association, 259 London Road, Leicester LE2 3BE.

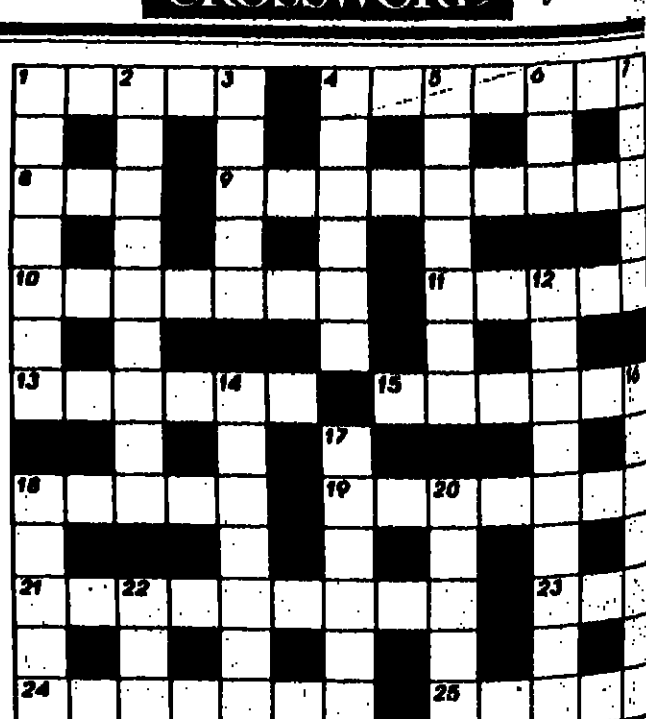
Foreign languages: Tourist organizations in Birmingham are sponsoring a competition open to anyone studying a foreign language at Birmingham schools and colleges. Entrants are asked to prepare information about the city in the language of a foreign visitor. Closing date November 20. Details: Helen Silverstone, Birmingham education authority, 021 235 2619.

PUBLICATIONS...

American football – schools starter pack: A step-by-step guide to setting up and coaching a school team. Free with SAE from the British American Football Coaches Association, 10 Appleby Walk, Northampton NN3 1PP.

Special educational needs: A report on the role of the designated teacher within primary schools, available from Alan Jell, Education Department, Bristol Polytechnic, Redland, Bristol BS6 7UL. £2.00 including postage. A source book of ideas using Logo For use by pupils, students and teachers. Obtainable from Reg Eyre, The College of St Paul and St Mary, The Park, Cheltenham, Gloucestershire GL50 2RH. £2.50 including postage.

No 329 CROSSWORD by Rufus



Across

- Lengthy communication (5)
- Gives a hundred lines? (7)
- Champion of the pack (3)
- Put the stopper on soft drinks dispenser (9)
- Give ground for road construction (4,3)
- A secondary occupation (3-2)
- Island colonist (6)
- Acted like a vandal and was dismissed (6)
- Animal driven on the road by police (5)
- Confronts with small account charges? (7)
- I should be in now but in the chair (9)

Down

- A secondary teacher (7)
- Analyse a total failure (5,4)
- It facilitates the movement of arms (5)
- Set out an increase in salary, we hear (6)
- Church in leugens a place in London (7)
- Punitive measure (5)
- Warning! This woman is dangerous (5)
- Review what declined

- Warehousemen do (4,5)
- Tell one wage in delight? (7)
- A brief sleep? That is right? (7)
- Work hard to complete a bit (3)
- Sort of money paid aside for the newsagent? (5)
- Rub round (5)
- Little fellow not depressed, just confused (4)

Solution to puzzle 318

Joint union pay action unlikely

by Jeremy Sutcliffe

A move to unite all the teachers' unions behind a single pay claim in defiance of the Government's plans for a 4 per cent ceiling on salaries next year seems likely to founder.

All six unions will meet on talks next Monday to try to work out a joint strategy on pay, following an initiative by Mr Fred Jarvis, general secretary of the National Union of Teachers, who is pressing for a single joint pay claim.

But already there are signs that any attempt at unanimity – which has eluded the unions throughout recent pay campaigns – will run into heavy weather.

The National Association of Head Teachers has already indicated it has little interest in a joint claim. Mr David Hart, NAHT general secretary, made it clear this week that it was out of the question. "The Secondary Heads' Association is also sceptical of a joint submission."

Meanwhile, the interim advisory committee which Mr Kenneth Baker, the Education Secretary, set up to replace the Burnham pay committee, has noted the £300 million ceiling which Mr Baker has set on pay increases for next year.

Lord Chilver, the committee's chairman, has told the Education Secretary of his members' concern about the financial limit.

His letter was interpreted by all the unions this week as an indication of the committee's determination to express its independence.

Legal warning over exclusions

by Diane Hofkins and Anat Arkin

Schools and local authorities could be flouting the laws of natural justice in their procedures for excluding pupils from school, according to Mr Christopher Lowe, the legal secretary of the Secondary Heads' Association.

An I.e.a. could be referred to the Secretary of State or taken to the High Court by a parent not allowed to hear the heads' case against his or her child during a governing body hearing, Mr Lowe said last week after the launch of a new video on exclusions, by the SHA and the production company Focus in Education.

Intended as a training aid for heads, governors, teachers and I.e.a.s, in the light of the 1986 Education Act, as well as to inform parents, the video explores the complex issues and procedures involved when a child is excluded.

Two "fictitious" incidents "firmly based on typical cases" were filmed in Manchester using teacher, governor and pupil actors. The depicted procedures were conducted within Manchester I.e.a. regulations, although no actual school or authority is mentioned.

However, Manchester is far from the only I.e.a. whose guidelines do not require parents to be present when the case against their child is presented: it happens almost by default because authorities' regulations simply do not say otherwise, Mr Lowe says.

He believes a parent would win in a judicial review. "In all courts of law the defendant has the right to hear the case against him," he said.

The 1986 Act has brought exclusions into the limelight, and will force I.e.a.s and schools to look at their provision and procedures for dealing with disruptive youngsters in order to comply.

The SHA fears come in a week when the Children's Legal Centre also criticized the new law for not giving pupils the right to initiate their own appeals against exclusion or to be present when appeals are heard.

Pupils and parents must have the right to challenge both temporary and permanent exclusions from schools, says its new information sheet on school exclusions.

"Any loss of the right to education caused by exclusion on disciplinary grounds is sufficiently serious for the child or young person concerned to require, on grounds of natural justice, an independent appeals system," it says.

The new law does, however, allow I.e.a.s. to introduce their own procedures for appeal against suspension, and the Children's Legal Centre has written to all chief education officers and chairs of education committees to urge them to provide adequate appeal rights against short-term and indefinite exclusions.

The video "I'm not Satisfied Mr Barlow". School Exclusions Explored, is available from Focus in Education, 65 High Street, Hampton Hill, Middlesex TW12 1NH, price £30, plus VAT and p&p.

Age points for tests could change

by Sue Surkes

The Education Secretary this week opened the way for changes to be made to his proposals to assess children at around 7 and at 11 and 14.

In a letter to Professor Paul Black, chairman of the Task Group on Assessment and Testing, he says: "If the group finds compelling arguments for ages and stages other than those proposed in order to offer a coherent system, it should so advise me."

Mr Baker is understood to have been impressed by the views of the School Curriculum Development Committee, which argued against assessing children at the point of transfer to another school on the grounds that different sets of teachers would administer the

assessment and be required to act on the results.

Mr Baker is still firmly convinced that assessment and testing should take place at four age points. But it is believed he would consider 8 and 12 instead of 7 and 11.

In another apparent concession, he has also extended the group's timetable. Members, who were originally asked to report by Christmas, will now have to advise on the main issues by Christmas, but will be allowed to leave other matters and finer details until later.

In this latest guidance, the Education Secretary says he wants advice on a coherent and cost-effective assessment system that includes simply administered tests. It should also:

- Recognize the different purposes to which assessment can be put;
- Suit children of different abilities and
- Take account of the different points from which primary school children start formal education, including pre-school experience.

Mr Baker also requests advice on:

- The kind of data that will be needed both for a detailed profile of a younger's performance and for aggregated information used to a wider public than the teacher, parents and pupils;
- General criteria and more specific criteria applicable to particular subject areas or age-ranges;
- A standard scale or scales of marks for describing attainment.

Leader – page 2

● Latin will disappear from the state system within two years if it has to compete for 10 to 20 per cent of the timetable not covered by the proposed national curriculum, Mr Michael Falen, Conservative MP for Darlington, warned the Commons earlier this week in an adjournment debate. He called on the Government to reduce the time allocated to foundation subjects to 70 per cent.

Statistics fuel curriculum debate; page 10

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Governors – 4 page pullout

Wooling the customer

Latin quartered

Lunchtime refs

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ASSESSING THE DAMAGE

The period of consultation on the Government's discussion papers is now well past. Inside the Department of Education and Science, ministers have been assessing the damage, like landowners taking a walk after the Great Storm. A mighty oak down here; a young plantation uprooted there. A cherished illusion debunked here; a schoolboy memory corrected there. The fact of the matter is that Mr Baker's Bill - Mrs Thatcher's education manifesto - is devastatingly short of friends among the so-called educational establishment.

The politicians have done their best to turn this to their advantage: with the educational establishment against us, they say, we must be right. But after a while this wears a bit thin. It is quite obvious that these opponents of the Government's policies are the people who will have to make it work - or else, will bend it to their own idea of what is workable.

As the time approaches for the publication of the Bill and the Second Reading debate, it is quite impossible for Mr Baker and his unfortunate Minister of State to be under any doubt about the strength and depth of the opposition to their plans from within the present education system. But quite soon, the Second Reading stage will be over, and the debate will concentrate on amendments aimed at saving the Secretary of State from his worst instincts and making the best of the bad job he is offering.

Each of the major sections of the Bill has its own particular opponents. Some are specially

incensed by the opting out proposals. Others see open enrolment as a totally avoidable administrative nonsense. Least controversial is financial delegation to schools - local financial management. This has been made contentious only by the decision to legislate - a decision which flows directly from the financial arrangements for opting out.

Some of these intensely divisive proposals have little to do with education and everything to do with pouring out libations to the household gods of Downing Street.

In so far as they are about erecting totems and summoning up the spirits of enterprise and independence, it remains to be seen whether the spirits will come when called. The object of the exercise is said to be to improve quality and achievement. In truth, it takes time to produce results. Some would say a generation. Others could make out a good case for a time-lag of at least 15 years. Whatever else is certain, it is that Mr Baker's "reforms" - even if they are successful and actually lead to something better than there was before - will bear little fruit in time for the 1991-92 election. More likely, even on an optimistic scenario, things will get worse before they get better. When this becomes painfully apparent, the politics of education will get even more angry than they are now.

Where Mr Baker and Mrs Thatcher risk doing the worst and most lasting damage is in regard to the school curriculum. The national curriculum is not such a bad idea. There does need to be a

clearer framework, with something much more like a guarantee of entitlement which applies across the country. But it needs to be a core curriculum, not the whole apple. The illustrative figures given in the discussion paper are all there is to go on. Mr Baker may wish he had never gone into such detail, but the fact remains that 80-90 per cent is far too large a part to be prescribed. It should, without delay, be made clear that 60-70 per cent should be the outside limit of the compulsory curriculum.

Learning depends on motivation - it is better to learn Latin because you are really interested than - say - geography or music because Mr Baker says so. A compulsory curriculum gives specialist teachers (when they are available - see below) a captive audience and makes motivation a secondary consideration. It appeals to authoritarians but doesn't necessarily make children learn.

Mr Baker's difficulties on prescription, however, pale into insignificance alongside his self-generated problems of testing at 7, 11 and 14.

This week, he has written again to Professor Paul Black, chairman of the Task Group on Assessment and Testing, offering more detailed guidance on the terms of reference. This, in itself, is distinctly odd. Here is a Task Group set up at the end of July, with a deadline of Christmas. Three months later, and lo, Mr Baker appears on October 30, with more "guidance". What is going on? Is Mr Baker rattled? Is he afraid Professor Black and his colleagues are not going to deliver the supportive report which he would dearly like

to receive? A glance at the membership of the committee suggests that Mr Baker is not going to be offered any easy answers.

What he has done is content himself with underlining the impossible nature of the task he wants them to undertake in the next six weeks (they will now be able to continue beyond the deadline on a number of topics). He wants the testing to be diagnostic and summative and to yield publicity information for "evaluating the work of the education service and its various parts in the light of pupils' achievements". There is no way of achieving all these aims as part of the same testing process. Nor is it conceivable that this can be attempted on the cheap and within the teachers' normal workload.

As for the charge to the committee to attain targets for "pupils of a range of different abilities", then it is obvious that all the difficulties which have been encountered in trying to establish grade-related criteria for GCSE are being experienced over again at each age-level and each subject assessment. It will take more than a few more pages of guidance to persuade the Task Group to do the impossible.

Mr Baker's letter reinforces the belief that he is preparing to hedge on assessment at 7. Professor Black should encourage him to drop the idea of a formal, national test at 7, and concentrate on getting every school to supply parents with a seven-year-olds with its own, proper, diagnostic assessment of the child's progress and needs at the completion of the infants' school stage.

WHO DOES WHAT?

The DES statisticians have now had time to develop the snapshot they took in 1984 of the curriculum offered in English secondary schools (page 10) and, even allowing for the usual delays in the darkroom, their figures reveal the extent of the gap between reality and Mr Kenneth Baker's national curriculum aspirations.

It is safe to assume that figures have not changed dramatically since 1984. The Education Secretary, however, is certainly giving the impression that he expects the offer in some subject areas to be transformed by, say, the mid-nineties. Exact timetables for the implementation of the national curriculum proposals have not yet emerged - unsurprisingly in view of the staffing consequences and the thickets of committees with advice to deliver. What seems certain is that there will be no mad rush to give them such direct effect as for example, opting out, where the Minister sets such more by speedy action.

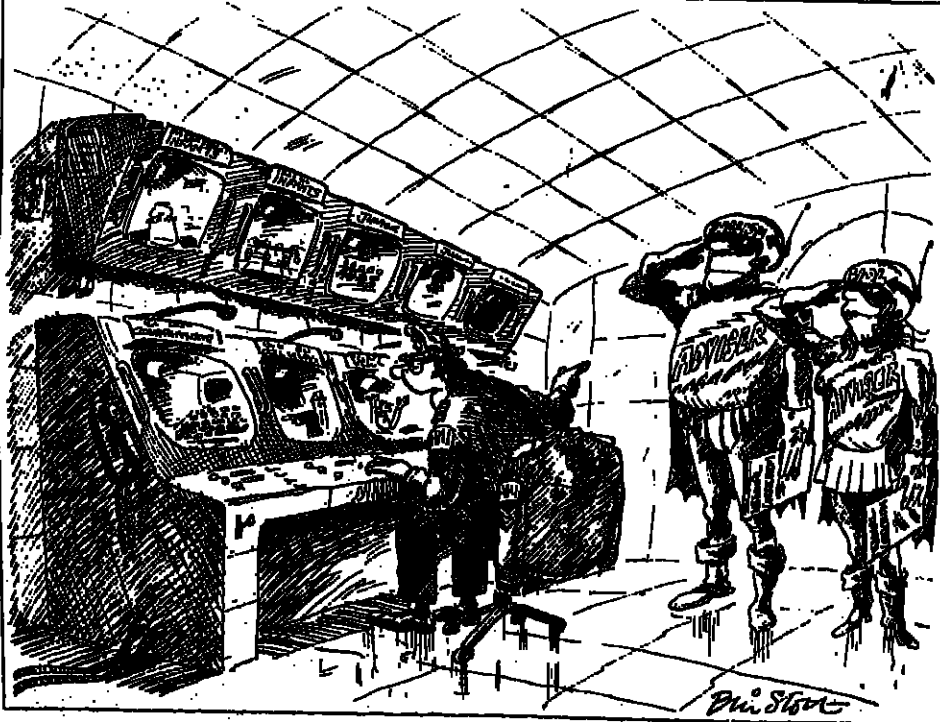
The consultation document promises that the requirement to teach the foundation subjects will probably be "activated with delayed effect" to give schools time to adjust their curriculum and timetables. Subsequently it has been suggested that it will be 18 months or two years before the first guidelines appear, and that the core subjects of English, mathematics and science will be the first priority.

Although the statistics confirm that nearly 16, the only thing clear about the science take-up is that barely 50 per cent carry on with biology into the fourth and fifth years and only a third keep up chemistry or physics. It is admitted that the extent to which individual pupils study science of any kind is not recorded. If you take in all possible science options such as rural science, human biology or electronics, few pupils do any science at all, but we are a very long way from balanced science for all throughout the five years.

The gap is even wider in modern languages and technology subjects and raises the same question about where the subject specialists are to come from. French and CDT are taken by fewer than 10 per cent of pupils in years four and five. And state religious education as a separate subject is only studied by just over half of all pupils by the fifth year, the churches have some grounds for apprehension about its exclusion from the national list.

The statistics also provide a useful commentary on the claims of some of the other subject specialists left jostling outside. More than half the 14-16 age group do social education, for example; two-thirds have careers lessons and over a third take home economics.

Classical languages, on the other hand, are taken by only a tiny minority. But then the Labour lobby always had mixed motives - whether to save a sixth form or make a Parliamentary reputation



"Deviation from set text, Falklands Road Comprehensive, rooms 9 and 23. Go English! Go Biology!"

to "examine and report" on this benefit is an obvious invitation to sweep it away.

If there are no strikes and no slows in the spring - as all must fervently hope - it will not be because the teachers have been properly treated, nor yet because Mr Baker has won their confidence, but because the teachers remain in a state of punch-drunk low morale which is thoroughly bad for the schools and the pupils within them. To put their reforms through, it may help Mr Baker and Mrs Thatcher to put the teachers in the pillory; it certainly doesn't help them win the teachers' acquiescence and support.

BUILDINGS

Along with his gloss on education's share of the public expenditure announced by Mr Nigel Lawson on Tuesday, Mr Kenneth Baker issued the *Survey of School Buildings*, an up-to-date version of some of the material collected by the DES in 1977, in the admirable green book published under the title *A Study of School Buildings*. In essence, this was an attempt to compile a Domesday Book on the state of school premises (elucidated on a sample basis) and arrive at an informed view of the magnitude of the programmes needed to raise all primary and secondary buildings to the standards now laid down by regulations and good practice.

This depends not merely on a survey of existing

schools, but also on estimates of future pupil numbers and plans for the elimination of surplus places.

To raise the necessary stock of schools to the desired standard by 1991/92, the survey "guesses" - the estimates are carefully hedged about - it would cost between £1,240 million and £1,790 million for primary schools and between £860 million and £1,340 million for secondary. The breadth of the brackets used to gauge the range of costs indicates the imprecise nature of the exercise, but what emerges is clear enough. There is a great deal to be done, but it is by no means an impossible task, spread over a number of years.

The demographic trend is on our side. The deplorable state of many schools, as shown by HMI reports, and the Society of County Architects' report (also published this week - page 3) must not be allowed to continue. The publication of this survey now suggests that Mr Baker at least recognizes the need to bring the stock of buildings up to scratch. He needs all the support he can get to do something about it.

NO COMMENT

"This social evening will give you a rare opportunity to meet some of the senior members of staff."

Invitation from Monkseaton High School to a parents' wine and cheese evening.

NEWS

Barry Hugill looks at what the Chancellor's public spending statement will mean for education . . .

Baker's diminishing birthday gift

It was Mr Kenneth Baker's birthday on Tuesday and he received, or so he would have us believe, a £1,303 million present from the Chancellor.

Not for his personal consumption, of course, but for redistribution to the local authorities for their use in 1988/89. It is money he needs badly as he received a less welcome present from the DES architects branch - a report indicating that schools need to spend between £2.1 billion and £3.1 billion to meet statutory accommodation and structural requirements.

The Chancellor's generosity means that expenditure on education and science next year will total £17,962 million - an increase of £1,303 million or nearly 8 per cent over plans for the current year.

It is at this point that matters get a little confusing. When Mr Baker talks about an increase he is comparing what he plans to spend next year with what he told the local authorities they ought to spend this year. But the actual amount spent during the course of this financial year is going to be considerably higher than the Minister's target.

We do not know what bills the I.e.a.s. have run up because their treasurers' returns are not available yet. But we can report with absolute confidence that when we do see them, it will be clear that the Minister is

allocating for next year what was actually spent this year give or take the odd million.

It is for this reason that the local authorities have not fallen over themselves to congratulate Mr Baker for squeezing so much out of the Treasury. From their perspective he has gained very little.

Mr Tony Travers of the London School of Economics has calculated that the increase in real terms is no more than 2 per cent. And that increase must take into account an estimated 5 per cent - a 4 per cent increase plus additional costs from this year's settlement - allocated for teachers' pay. This leads him to conclude that "education spending in real terms is down, down, down. Mr Baker, by pretending he has won considerable extra funds, is indulging in a public relations exercise."

Mr Bob Morris, of the Association of Metropolitan Authorities, shared the sentiment, while expressing it in a more restrained manner: "There is a £200 million difference between what the local authorities believe they need to stand still and the amount Mr Baker is providing."

"To talk about further expenditure is illusory because it can only be achieved by reducing expenditure in other areas."

. . . while Linda Blackburne reports that the 'windfall' for school maintenance will not solve all the problems

Schools crumbling through neglect, say architects

Hundreds of school buildings will be unusable by the 1990s because of years of neglect, says a report to be published later this month.

The tenth annual report by the Society of Chief Architects of Local Authorities says enough money is spent on maintenance to keep the position steady - but too little for total maintenance provision.

This is creating a backlog, it says, which has been static for about five years.

The SCALA report coincides with a survey of school buildings by the Department of Education and Science which says the capital cost of bringing stock up to an acceptable standard for pupils in 1991 is about £22 billion. This week's injection of £100 million a year for the next three years by the Government will not meet the shortfall identified in the report.

The SCALA survey is based on questionnaires returned by 94 authorities. Mr John Carr, the society's

maintenance group chairman and Dorset's deputy county architect, says some authorities will have serious problems in the next decade.

"Undoubtedly there will come a time when there will be massive problems with roof leakages, and breakdowns of heating and engineering services which will eventually mean the buildings will not be usable. The best that will happen is that they will patch them up", he says.

SCALA says too much money is spent on day to day or emergency maintenance and not enough on programmed repairs.

Mr Carr says the responsibility lies with the Government and the local authorities - the Government does not give the authorities enough money for maintenance and the authorities do not set a high enough rate to cover maintenance programmes.

But he agrees that some authorities are unable to set higher rates because of a fear of being ratecapped.

If, as Mr Travers insists, it is a public relations trick, then the Minister has had some success in convincing the newspapers that the Government is intent on pumping money into decaying schools.

Reports that schools are to receive an additional £100 million a year for the next three years to carry out essential repairs and redecoration are slightly misleading.

Mr Baker is telling local authorities that they may spend that money if they so wish - he is not proposing to meet the costs himself. Thus councils will be allowed to borrow the necessary cash from banks and finance houses and, as with domestic mortgage arrangements, the Government will meet part of the interest repayments.

The Minister anticipates that most authorities will top up their borrowing with capital receipts (money obtained from the sale of council houses, playing fields, redundant school buildings) and that up to £750 million will be spent over the next three years on projects to improve school buildings.

Although he is telling the I.e.a.s. that they can spend more on buildings, Mr Baker is still insisting that they must make economies by more efficiently managing their schools and by putting out to tender their school meals service.

Some £65 million has been allocated over three years for development of the national curriculum. Practically all of this will be eaten up by the cost of the proposed National Curriculum Council and the Schools Examinations and Assessments Council. The Minister insists that he intends to make full allowance for the inevitable costs of the introduction of the GCSE.

Tuesday's figures do not contain any allowance, bar the £65 million, for implementation of the proposed radical restructuring of schools proposed in the forthcoming Education Bill.

Mr Baker says that there should be no additional costs associated with most of his reforms, but it is difficult to find anyone who believes him. Local authorities, be they Tory, Labour or Alliance controlled, insist that the cost of the restructuring will be astronomical. An obvious example will be the requirement that all secondary school pupils study a modern language and science.

In 1982 authorities were spending £5.40 per square metre on maintaining education buildings; by 1986 that figure had increased to £6.06. Authorities are likely to approve £6.33 for 1987, but SCALA says £11.26 is needed.

"There has been an improvement since 1982 but we are still way below what it should be in terms of a full maintenance provision," says Mr Carr.

Mr Jack Straw, Labour's education spokesman, says the late publication of the DES survey is a cover-up. The report was carried out between January and April 1986.

"They only published the report because Labour put pressure on them. They have been sitting on it for months and months. The public and parents have a right to know."

But Mr Bob Dunn, the Parliamentary Under-Secretary of State for Education, told the Commons this week that many authorities had been late in sending in information.

crucial resource of all - the best teachers."

In recent years the ILEA has had great difficulty in transferring teachers from schools with declining pupil numbers to schools with staff shortages. The teacher unions, in particular the local National Union of Teachers association, have bitterly resisted compulsory redeployment.

In a number of speeches, interviews, and now in his TES article, Mr Fletcher has attacked the complacency of Labour politicians and educationists. He says that some comprehensive schools, many in socialist-controlled authorities, have failed working-class children.

But he insists that he is "raising issues" not making ILEA policy. It is this which has led to the NUT demand that he "stop talking in code" and make clear what his plans for the authority are.



Mr Lawson: less bountiful than he seems

This has led to speculation, from Mr Travers and others, that part of the £10 billion that the Chancellor has set aside in reserves for 1990/91 will eventually find its way into the DES coffers.

Asked on Tuesday how he felt about his budget for next year, Mr Baker replied: "It's a pretty good deal." He would, of course, say that. More illuminating was his answer to a query concerning the calculation of grant-related expenditure figures. "There are", he explained, "about seven people in the country who understand such matters and I count myself as half a person in this context."

This Minister's difficulty in mastering the complexity of local government finance is of some comfort to anyone trying to make sense of this latest set of Treasury figures. A good rule of the thumb is to treat all official statements with a great deal of caution. There are lies, damned lies and treasury projections.

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LOOKING AFTER YOUR INTERESTS

Neil Fletcher warns that 'choice', 'change' and 'parents' need to be put back into the socialist vocabulary, before it is too late.

The time has never been riper than now for a rethink of education policy in the Labour Party. And, say I, what's so wrong with that?

Wherever one or two socialists are gathered together to discuss the state of society and address the need for radical solutions, then they must, of historic necessity, be talking of the compelling need for change. The Labour Party is after all the Party of Change, and if it becomes for any prolonged period of time the party defending the status quo, then it is a priori, betraying not only its principles, but also the heritage bequeathed to it by those pioneers who built the Party in struggle - and in furious debate - in the early years of the century.

Such a statement of the obvious - or of what seems to me a description of the essence of socialism - is only necessary because of the strangled outcry from some quarters against the speech I gave at Brighton, whose defensiveness betokens a degree of special-interest pleading.

I had three very good reasons to use the Socialist Education Association fringe meeting at Brighton to raise a number of questions. First, the Labour Party, having lost three successive elections, needs anyway to review its policies, analyse the reasons for the deep-seated resistance to them among the electorate and at the very least, come up with new ways of projecting traditional ideas. Or where the pressure for change is most explosive, to create new areas for radical, progressive policies to be devised that could command the kind of instinctive, popular backing that Labour Governments in the 1940s and 1960s were able to rely on.

The first conference after the June 11 defeat provided an unrepeatable opportunity. The day before the education debate, Neil Kinnock had called for a no-holds barred policy review. The NEC has now instituted the machinery. My speech, and the support it has generated suggests agreement that the time is right for identifying some of the sacred cows in the herd of Labour's education policies. Whether the cows come face to face with the slaughterer's knife remains to be seen.

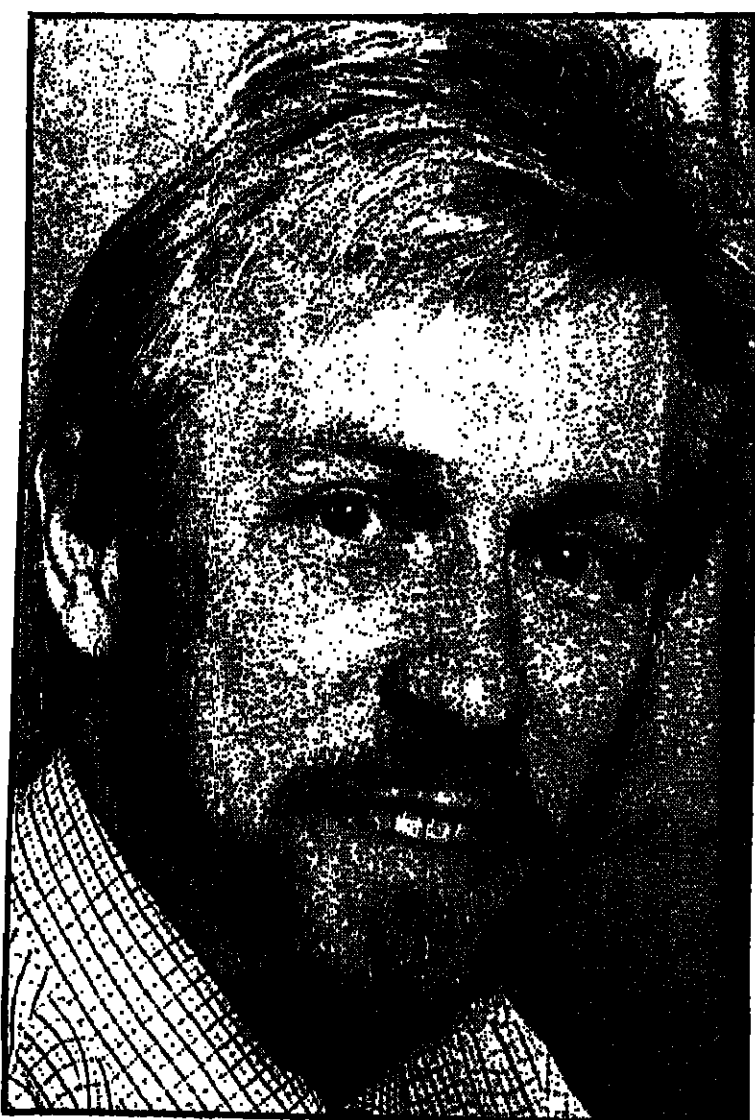
Second, the party's presentation of its ideas on education has been disastrous for more years than I care to count. The Parliamentary and local authority leaders have for too long regarded defence as the best form of attack. For more than eight years we have believed that a routine denunciation of Tory dogmatism would pass muster. For an alternative strategy. Every educational shortcoming in the land has been laid at the door of the successive reductions in local authority expenditure that Tory monetarism has imposed.

Now this has undoubtedly accounted for a qualitative reduction in the standards of education. Leaking roofs, shortages of books, antique technical equipment and a demoralized teaching force are the common experience of all local education authorities and for this state of affairs.

'We have given too little thought to the public impression of our institutions. We have bent the knee too readily to the teacher unions'

Kenneth Baker, and before him Sir Keith Joseph and Mark Carlisle, must stand in the dock, condemned of using by 93 per cent of the population, but by 0 per cent of the Cabinet.

Anger has its place in a political debate, and justifiable anger has informed the education debate at Labour Party Conference every year since 1980. This year was no different. Eight or nine speeches, some of real quality, targeted Tory complacency and catalogued the customary grievances. But after the euphoria of debate, will anger suffice for another year? Blame the Tories for cash starvation, teachers' pay and wilful neglect - fair game, most people concerned with education both inside and outside the Party would agree. But Labour-controlled authorities have cut 75 per cent of the nation's schools for the



Neil Fletcher: examining the national policy of Neil Kinnock (centre) and Giles Radice (top), with ideas for local authorities, formerly under the control of John Pearson, ex-chairman of the AMA.



Time to woo the customers

better part of the past eight years. The organization, curriculum, philosophy, ethos, accessibility, and accountability of schools and colleges are within the domain of, one, hopes, enlightened Labour administrations.

We have given too little thought to the public impression of our institutions. We have bent the knee too readily to the teacher unions. Giles Radice spent three years legitimizing successive imbecilities by teacher union leaders during the protracted years of dispute. Would that he had told a few home truths sooner, and discovered his commitment to a national curriculum before Kenneth Baker revealed his, rather than half an hour after.

The blame, however, must be spread more widely than on one inept Parliamentary performer. I believe we must speak out forcefully on the issues about which parents care most deeply. Our schools belong to parents *qua* ratepayers; i.e. as their accountable agents, and teachers their servants. Schools do not exist for councilors to exercise ideological hegemony over an entire generation. (They do not exist for Kenneth Baker's political coming-of-age either.) How often do we talk to, let alone listen to parents? The empire of educational research covers every imaginable aspect of performance, attitude, and management: is there a researcher anywhere discovering what it is that parents actually want from their children's educational experience?

Which brings me to the third reason for planning a conference speech lightly: perturbed with just a hint of iconoclasm. Is the Labour Party committed still to standards, to excellence, and to a public education system that will give the children of working-class, black and ethnic minority parents opportuni-

ties equal to anything that is available to the 7 per cent of the population who own 95 per cent of the nation's wealth and who buy a privileged education for their own offspring? The words that Kenneth Baker now uses to describe the current Tory education policies have been hijacked from the vocabulary of socialist education prophets. The gains for working-class schooling over the past hundred years have been precisely about quality, choice, attainment and access to the universities and the professions.

Working-class parents (and this is especially true of the black and ethnic minority communities) have the highest aspirations for their children. Why not? If our schools are not delivering equality (and they are not) then parents will listen sympathetically to Tory lies (about grant-maintained schools and open enrolment, for example), and vote for change, any change. Let the Labour Party reclaim the language and the substance, and let councilors, school governors and teachers now set about assembling a radical but popular vision of schooling that we never again have to put up with a Tory Secretary of State accusing us of failing our own constituency of supporters.

I believe we now have very little time to convince parents that socialist education policy works. There are three main areas where, I have suggested, a review of our policies is long overdue. What aspects of curriculum and classroom practice need to be changed and regulated? What is the role of the teaching profession, and its relationship with the wider community? How can the comprehensive school best serve the needs of all segments of demographic change? The internal organization of schools and of the delivery of teaching have

become areas of total mystification for the majority of parents. Take, for instance, mixed-ability teaching and streaming. In which school has there been a public debate about the subjects that should be taught in unstreamed classes or the ages at which unstreamed groups should give way to streamed ones? Are decisions about INSET and the use of team teaching taken openly and with reference to school policy on streaming? At what stage are parents asked whether they support the policy, or at the very least, informed about its implications? Who wields the power? Heads and staff? L.A.s, advisers? Governors? Certainly not parents!

I could have chosen one of any number of issues to illustrate the gap between the professionals and the customers. However right the professionals might be, they ought not to be taken for granted. They are automatically backed by the mass of parents. Nor ought elected councilors to participate in a conspiracy of silence.

I believe that parents would welcome innovation and experimentation in the classroom if its intention and method were explained to them. On the other hand, no parents can excuse a spurious professionalism that treats their own children as guinea pigs. The second area where a review is needed, then, relates to the role of heads and teachers. Let me be blunt: major confrontation with the state is well-intentioned, if misguided, radical teachers has proved a flop. The whys and wherefores are irrelevant: only the most unquenchable masochist now believes a further round of industrial action will secure either greater pay or higher esteem for the teaching profes-

sion. Parental tolerance has now been stretched to breaking point, and teacher union leaders recognize this. In 1985, the nine workers lost their struggle with the Government because they split into two opposing unions. Can teachers, divided between fiercely competitive unions, realistically call the Government's bluff?

The alternative must be urgent union mergers, a greater commitment to professionalism and a willingness to accept flexibility and challenges at all stages in a teacher's career. For instance, in return for more pay, expert teachers, the innovative curriculum managers and the most talented heads must recognize their overriding social duty to move to those areas and those schools where the need for them is greatest. Schools do not fail: it is those responsible for the organization of education who fail our children. They preside over gross inequalities of output from neighbouring schools without seeking to redeploy the most crucial resource of all - the best teachers.

To speak bluntly is not to undermine the traditional relationship between teacher unions and the Labour Party. Unity about standards, professionalism, and the restoration of proper negotiated, substantially higher, pay levels must be achievable.

Finally, the comprehensive school needs to be reviewed. What is remarkable about this proposition? In one (not even loony Tory) L.A.s, calling for the reintroduction of 11-plus, and grammar schools. Comprehensive schools in England (and a recent research has shown, in Scotland) have succeeded in raising the average performance of school children at O level over the past 10 years. Let us celebrate that success. But the improvement has been accomplished unevenly. Average performance figures mask the failures of the small minority of schools, nominally comprehensive, where the intake, the curriculum and the minimalist staff form are distinctly reminiscent of the secondary modern. These schools, too often are the old secondary moderns merged or twice merged, often split-site, struggling to recruit a viable entry each year, and barely if at all succeeding.

One of the ways these schools might discover a new role within the selective, comprehensive, L.A. system might be by offering parents choice, specific, or a variety of, built-in curriculum-related choices. Music, languages, sport, science, computer, drama: the areas of choice could be extensive. Given the choice parents of children transferring at 11 now have between maintained, CE, RC, voluntary controlled, Jewish, Muslim or single-sex schools, would widening the

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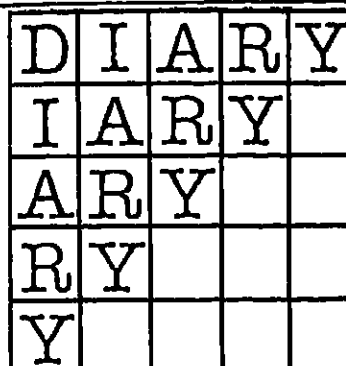
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'Schools do not fail: it is those responsible for the organization of education who fail our children if they preside over gross inequalities of output from neighbouring schools without seeking to redeploy the most crucial resource of all - the best teachers'

offer to include subject specialisms (which the fee-paying schools have long discovered parents rate highly) be a compromise with principle? How could it?

Damn the term "magnet school". The "new" comprehensive school could revitalize the concept of "small is beautiful". They could achieve immense popularity with parents, and potential more achievable within the state system. They could convince a generation of parents that "choice" education policy puts "choice" first. Perhaps we should call them "choice schools"? I think our socialist predecessors would approve of that. They would certainly not approve of us donning the blinkers while the Party we serve stands at the cross-roads.

Neil Fletcher is leader of the Joint London Education Authority.



Night manoeuvres

Oh dear, oh dear, what's to be done with the adults of today? Surely they never behaved like this when we were children?

Teachers in charge of school parties from two Cheshire comprehensive schools have lodged formal complaints alleging rowdiness at a North Wales residential centre.

The allegations apparently involve drinking, chatting and playing snooker until late into the night. What's most distressing, however, is that the people accused of late-night revelry are not pupils, not teachers, but senior education managers...

The teachers, from Rudheath High School in Northwich, and Bewsey High School, Warrington, complained the noise disturbed pupils, keeping them awake into the early hours during their stay at the Menai Centre.

After the first night a teacher from Rudheath school apparently complained to the deputy warden of the centre, and snooker cues were hidden to prevent a repeat.

But the play failed, and at 1.30am on the second night another teacher had to tip-toe downstairs in her night-dress to protest.

The incident has embarrassed Mr Neil Fitt, Cheshire's director of education, who was among the 28 senior managers who had assembled at the centre to discuss next year's £300 million budget.

A spokesman for Cheshire County Council tells me: "Intensive consultations on next year's budget proposals continued well into the evening..."

The majority of these senior party was in bed by 11pm, but a small number did stay up to play snooker. If there was any noise this was inadvertent, and is regretted."

The spokesman also denied any suggestion of overindulgence in alcohol. Indeed, no one has even suggested such a thing. Apparently, the centre - an old naval training school - is poorly insulated and a little noise goes a long way.

Poetic justice

Mr Kenneth Baker, adviser of Cheshire and himself a published poet, is clearly having a lyrical effect on his staff.

One civil servant at the DES, who obviously shares the Education Secretary's taste for rhyming couplets (and will no doubt go far), has sent a letter from Mrs Joan Edwards, a North London teacher.

"Today we have received from you a letter which was addressed to Mr Kenneth Baker."

Who is Secretary of State for Education and part of the Government of the nation...

The ditty was penned by one Miss Apps at the department's teachers' pay and general branch, in reply to a letter from Mrs Joan Edwards, a North London teacher.

Mrs Edwards was impressed by some of Mr Baker's verses, and wanted to tell him so. But she was less impressed with his plans for schools:

"Your taste should earn you credit from the nation."

But you know nothing about education," she concludes.

No surrender

The NAS/UNT clearly doesn't carry the clout it once did (circa 1979). Over a month ago Mr Fred Smith, its general secretary, prompted by paternal concern for the teachers of strike-torn Fiji, wrote to Colonel Sitiveni Rabuka, leader of the military coup, urging him, in effect, to give himself up. So far, however, the colonial shows no inclination to surrender.

Acronym

Linda Blackburne visits a pioneering Aids education project in Cambridgeshire

When failure to learn is fatal

The problem with teenagers is that they believe they are immortal, says the Rev Jim Greasley, the vicar of Melbourn and Meldreth. The Cambridgeshire vicar was talking about teaching Aids at his neighbourhood school, Melbourn Village College.

"It is a tremendous shock to them when one of their friends gets killed on a motor cycle. Death in young people is uncommon."

The 4,000 people of Melbourn are relatively remote from the harrowing Aids stories outlined in the national press, but a team of six village college teachers have devised an Aids education programme. Mr Greasley, who has strong links with the school, is one of three visitors who helps the team with teaching and understanding the problems surrounding the disease.

The other two visitors are Mrs Iris Green, the school nurse, and Ms Hilary Dixon, the Cambridge Aids education unit team manager. The unit was the brainchild of Dr Spencer Hagar, chief medical officer of the Cambridge health authority, now chief executive of the Health Education Authority, and is thought to be the only organization of its kind in the county.

Ms Dixon believes about one-third of Cambridgeshire's secondary schools have devised an Aids programme, another third have perhaps shown the odd video on the subject and the remaining third have done nothing at all.

Cambridgeshire Education Authority, which confirmed Ms Dixon's estimate, hopes to appoint a new inspector in a few months who will have special responsibility for health, personal, social and Aids education.

The unit's work and Melbourn Village College's scheme will be shown on BBC television's *The Education Programme* tonight.

Mr Geoffrey Morris, Cambridgeshire's chief education officer, wrote to schools in January this year saying secondaries should begin Aids education in the first year. Teaching, said Mr Morris, should be detailed and factual, and every effort should be made to be open about the subject without avoiding relevant issues or terms.

At Melbourn, the Aids programme is taught to fourth and fifth years, although the teaching team will eventually devise a scheme for the lower years. Aids and sex education was always taught in a marriage and family context, explains Miss Maureen Binstead, the team's co-ordinator - this was the school's policy. But the team acknowledges that sex before marriage is common and that unmarried couples often have loving relationships.

Pupils in groups are told of 14 ways of catching the HIV virus and have to put them under the headings high risk, low risk, no risk and don't know. The pupils discuss the problems among themselves and can ask teachers and visitors for help.

They talk about the effects of the virus on those who have Aids or who



Case conference: Melbourn pupils discuss "Miriam", a four-year-old with Aids

are HIV positive, their families, friends and the whole community. The teaching team has invented six characters for discussion - including four-year-old Miriam, an adopted child, who has full-blown Aids, Joe 45, who lives alone and has full-blown Aids and Mary, 22, a secretary engaged to be married, who is HIV positive.

Drawings of the fictional characters are placed in noticeboards next to the groups and pupils are asked to pin up statements elaborating the characters' problems.

Melbourn started teaching about Aids last Easter soon after the public had been bombarded by Government information on the subject.

"A lot of the pupils were confused," says Miss Binstead. "Some were blasé and said the subject was boring."

The pupils told *The TES* they had little knowledge of the subject before Melbourn started its programme.

Amanda Gale, 15, of Shepreth, disapproved of the censorship of some of the films they had been shown. "It shouldn't be done because we are old enough to know." Her classmates agreed.

One piece of film showing a condom being put on a brown hand was censored after a group of parents objected.

Mr Mike Day, head of science, drew the short straw to show a condom in class. "We know the kids very well. The rapport you build up is an enabling mechanism. You can discuss Aids quite freely."

Matches or handing on businesses to them. Girls referred equally to sons and daughters, usually by name.

Dr Harding said she was concerned about the "foundations" we are laying in our society for young men. We are producing a generation blighted in sensitivity.

A few girls thought about carrying on a career beyond marriage, although some accepted the idea that women could run businesses successfully. "A few could not bring themselves to give up their hard-won business (usually hairdressing or a fashion boutique) and so a disaster struck, destroying it, and they bowed to fate with a clear conscience."

The conference was held to look at the shortage of women in top academic, scientific and technical jobs.

staff have to treat sensitively and cautiously. Pupils, for example, tend to talk about the Aids problem in street language - they will use the word "poof" for homosexual. The school's policy might be to teach sex education within a marriage context, but teachers know that many of their pupils are from one-parent families or are adopted.

It is a delicate task which has the full support of the parent-teachers' association and the board of governors. But it could easily fall between two stools. On the one hand, the Government is anxious to spread the Aids message; on the other, it is critical of schools presenting positive images of homosexuality.

Moreover, Miss Binstead fears the Government's proposed national curriculum will stop their work. "All this would go under the national curriculum. It is certainly under threat," she says.

Mr Philip Bedford, the head of religious education, calls the Aids education "a survival kit for life".

Mr Greasley, a former parish priest in Zambia where one in five people has Aids, is critical of the Government propaganda which, he believes, over-promotes the condom. The sheath, he says, is not 100 per cent effective as a contraceptive and so cannot give total protection against Aids.

His message to the pupils is: "If you act in the way people have done in the last 20 years, you've had it. The population is going to be decimated."

He thinks Aids education will give girls trying to resist peer group pressure some breathing space. They will have an easier reason for saying no to sex.

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Computers with designs on freedom

CBI leaders were given a glimpse of a future in contrast to the Government's plans for a prescribed curriculum. Mark Jackson reports

This week bemused businessmen at the Confederation of British Industry conference learned that their leaders are backing a project which seems aimed at subverting much of the Government's vision of tightly prescribed and controlled education.

A country town has been flooded with 300 computers, paving the way to pupil power as 250 teachers train intensively for the day when they will be able to give up teaching in class.

At first sight, Education 2000 is, indeed, exactly the sort of programme to win approving nods from modern managers and technocrats.

The experiment aims to teach pupils to use the computers in place of notebooks, textbooks, and essay papers. It is run by a trust, headed by a Tory politician-businessman, on which the educators are heavily outnumbered by big business names.

To emphasize the importance the CBI places on the programme, the trust's director, former Stevenage comprehensive head Mr John Abbott, was given the prime slot at the conference, the introduction to the opening session on Monday. His speech spelled out that the technological revolution under way in six schools in Letchworth, Hertfordshire, is intended to create a profound change in the teacher-pupil relationship and the whole learning process.

The delegates were startled to hear Mr Abbott, once a geography master at Manchester Grammar School, attacking secondary education because "the teacher takes control and the pupil does as he is told". That was due to the artificiality of single-subject disciplines, he explained. Primary schools, which concentrated on encouraging the desire to learn and explore relationships, had got it right, and secondary schools, he implied, had to become more like them.

Putting computers into the hands of the pupils so that 11-year-olds could

use word processors as easily as biro, was the first step. "Give us time, and you will see the essential shift within education really happening... children will be empowered, they will walk tall, they will be responsible for their own learning," he promised.

The Letchworth experiment, he said, would demonstrate that the school could be "a role model for change" which could be replicated across the whole country at an annual cost of no more than £100 per pupil.

The delegates found themselves on more familiar ground when Mr Abbott told them that nearly half of the 250 Letchworth teachers would be seconded to study the best practice in industry and commerce. "Work experience for teachers is even more significant than work experience for pupils if you want to change the culture of a school," he pointed out.

Education 2000 was spending as much money on INSET of this kind, and on training teachers in information technology, as it was investing in the equipment itself. But he insisted that pupils must be given totally open access to the new technology... "lots and lots of hardware available throughout the schools and beyond".

The Letchworth "laboratory" programme is the first of three the trust plans to have running by the mid-90s. It aims to test its idea of using information technology to liberate education eventually from the physical confines of schools, turning them into centres which support home learning.

The trust is spending £1.2 million on the Letchworth scheme over the next two years and Mr Abbott explained that a key element is the funding of an extra 10 per cent of staff for the six schools, four comprehensives and two independent boarding establishments.

This is to enable the schools to retrain staff continuously during the programme, a practice which, it is hoped, they will be able to maintain after the funding ends because they will be using staff more effectively. The new staff have been recruited gradually - and now, in the programme's second year, four-fifths are already in post.

Mr Abbott and Miss Mary Marsh, deputy at one of the boarding schools, said that the most marked result of the

programme's first phase is the effect on teacher morale. "They're excited and confident, despite all the other things that are happening to the profession as a whole," said Miss Marsh.

The aim is to provide one computer for every seven pupils, and so far about half the machines - powerful Nimbus micros which run standard business software - are in place. The schools vary in the way that they make them available to pupils but most set up central batteries of machines with smaller satellite clusters in other parts of the building.

The trust hopes that eventually the schools will all be linked in a network which connects with the computers of other organizations in the community and, perhaps, into pupils' homes. Miss Marsh pointed out that the trust aims to create close links not only with local business, but with all sectors of the community, including voluntary agencies and the churches.

Pupils are encouraged to use the computers for virtually everything except games - and computer studies, which Mr Abbott sees as a blind alley and de-motivator. "What we're about is getting them used as everyday tools for learning - tools which give the tools control over their own learning."

"It means that the teachers will become facilitators rather than instructors, partners instead of custodians. I think that's what most teachers want when they realize it's practicable," Mr Abbott said.

Miss Marsh said that so far the change in attitude has been among the teachers rather than the pupils. The latter use the computers with a great deal of enthusiasm, but mainly as word processors. They have little inkling as yet that they have got their hands on devices that can change the whole way they learn.

"What we did at our school was to lend the teachers computers to take home with lots of floppy discs but no printers. They got very interested in seeing what they could do, and then they had to bring the discs into school and get together to print the stuff out," she explains.

"Now that we've got the staff enthusiastic, the rest will happen." That does not mean the trust will leave it to chance. It has commissioned a specialist research team to study the attitudes of pupils and other young people to learning, and to find out what they want.

Like Mr Abbott, Miss Marsh is worried about the effect of the proposed national curriculum and other planned Government measures on the Letchworth development. "There is a great gulf between our cross-curricular philosophy and a rigidly timetabled subject approach," she says.

Mr Abbott is more sanguine. "I think we have to remind Kenneth Baker of his own enthusiasm for



From paper to print out: the Education 2000 project aims to replace textbooks with computers

information technology and to demonstrate how it can be used to achieve real improvements in the standards and effectiveness of education," he maintains.

The trust is now considering setting up another similar project, preferably in a "less-favoured urban area". Mr Abbott would probably not be too displeased if he were to find his new group of experimental schools running check-by-jowl with a city technology college. It could provide an interesting clash of models for the role of new technology in secondary education.

CBI conference report, page 11



GCSE critics launch attack on 'anti-educational' exam

by Sue Surkes

The GCSE poses a serious threat to standards in schools, academics and teachers are warned.

"In the name of an egalitarian programme emphasizing practical skills and a training for life in the adult world, the GCSE is in fact deeply anti-educational," editor Joanna North writes in the introduction to *The GCSE: An Examination*, published last week.

Much that was of value in the old system, including a commitment to excellence, will be lost forever, she says.

Contributors to the book argue against the kind of curriculum proposed by those who favour a multicultural education. "At best, the insistence on a multicultural perspective will destroy that sensitivity of outlook and tolerance of other peoples which traditional education, when most successful, encouraged and nurtured," Miss North says.

"At worst, the new politicized curriculum will be profoundly antagonistic, serving to accentuate and magnify that

which divides us.

"The explicit commitment to multicultural education gives to proponents of 'anti-racism' the permission to pursue their fanatical, and in truth, hate-filled, policies of censorship and thought-control."

Mr Jonathan Worthen, who teaches English at Reigate Grammar School, accuses the Government of "vandalism".

"The abolition of the O Level, which was in essence the grammar school examination and hence the controller of the grammar school curriculum, means the destruction of the grammar school system of study, even if the schools as institutions continue to exist."

Writing on English, he says the aim of the GCSE is to "breed out traditional literary study by surrounding it with a mishmash of other 'ways of responding to literature'".

The general GCSE criteria which require that exams should be free of bias and recognize society's linguistic

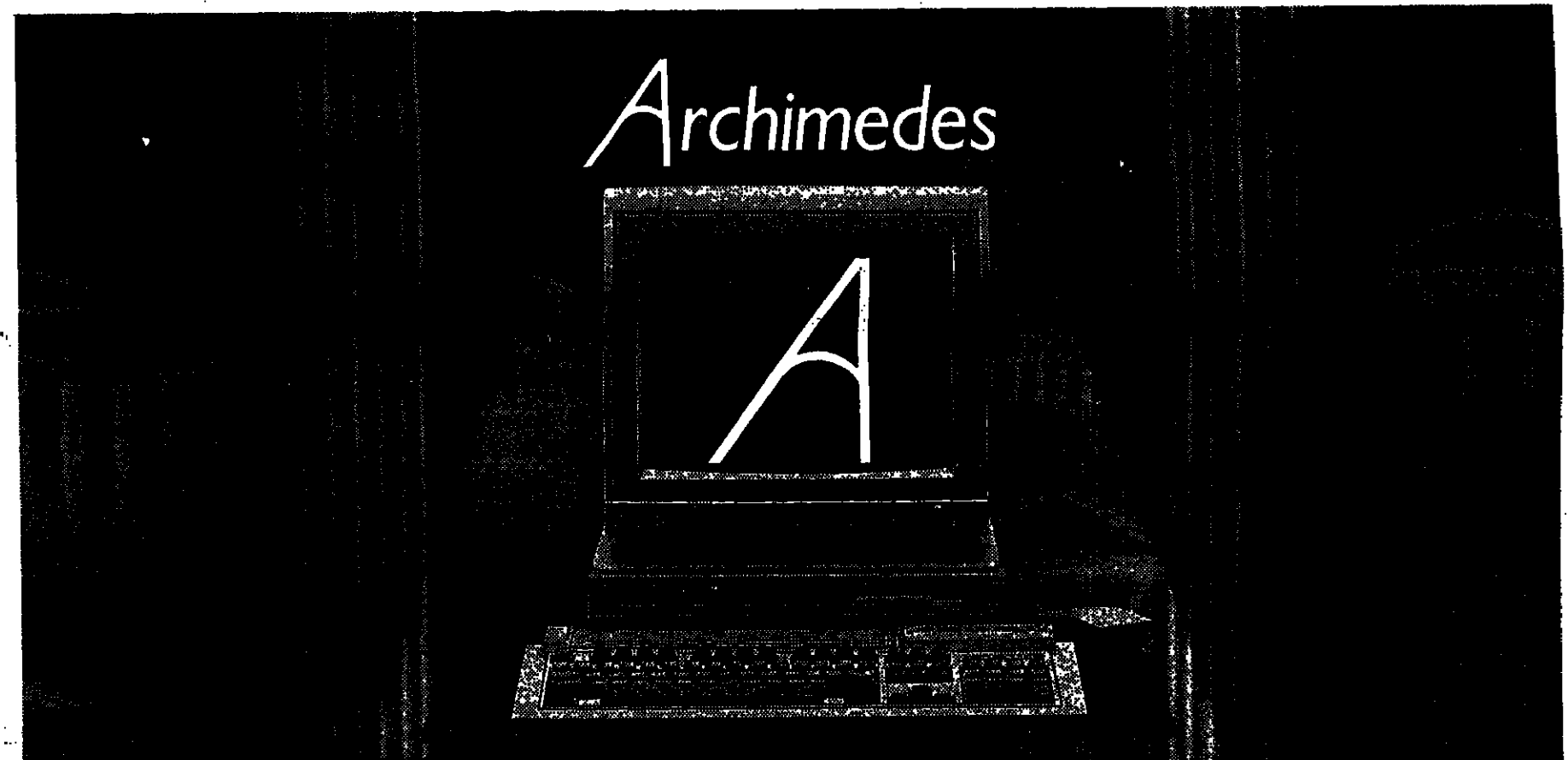
and cultural diversity are "quite obviously an aspect of that current tyranny which has already driven honourable teachers from their posts and which thought-polices whole professions, namely the threat of being labelled a 'sexist' or a 'racist'".

Mr Nicholas Dobson, of St James' Independent School for Boys in London, recommends the introduction of a "core curriculum" without specialisation for 10 to 16-year-olds, and an alternative exam that would retain the essential character of O Levels.

Mr Dobson accepts that the idea of an alternative exam likely to appeal mainly to independent schools is "an absurd" elitist. But he maintains it acknowledges the "self-evident" fact that only a small part of the population is capable of achieving academic distinction.

The GCSE: An Examination, edited by Joanna North, is published by The Clarendon Press and available, price £6.50 paperback, £9.95 hardback.

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A BRITISH BROADCASTING CORPORATION MICROCOMPUTER

Sue Surkes sifts through statistics from the Department of Education and Science that will fuel the debate over the proposed national curriculum

English and maths get smaller share of new timetable

Fourth and fifth-year state secondary school pupils would spend less time on maths and English if the timetabling arrangements suggested in the Government's national curriculum consultative document are adopted.

A survey of curriculum organization and delivery, by the Department of Education and Science, reveals the two subjects to take up around 13 per cent of the timetable in years four and five, with most pupils taking them in both of the two years.

The Government's consultation document, however, suggests that 10 per cent of teaching time should be devoted to each for 14 to 16-year-olds.

The survey, carried out in January

1984, will be seen as weakening the case of the pro-Latin lobby which has campaigned vigorously over recent weeks.

Only 2 per cent of pupils studied classical languages and 1 per cent classical studies in the fourth and fifth-years in classes averaging 12 youngsters. The classical languages were spread across a quarter of secondary schools.

But it might well lend ammunition to the vocal home economics lobby. HE, which, like the classics, does not appear in the Government's proposed foundation subject list, was taken by around a third of 14 to 16-year-olds. In the fifth year, more than 90 per cent of schools were running classes in the subject.

DES statisticians based their averages for England on information from 483 maintained secondary schools (which included the secondary sections of middle schools).

They found that nearly all pupils took maths, English and PE from 11 to 16. Biology, chemistry, physics, general integrated or combined science and other sciences accounted for 15.6 per cent of teaching time in the fifth year. The Government suggests that between 10 and 20 per cent of the fourth and fifth year timetable should be taken up by science.

In the first year, 90 per cent of pupils were taking general/integrated or combined science. In the fourth year, this had dropped to 19 per cent, but 46 per cent were taking biology, 30 per cent chemistry and 36 per cent physics.

The proportion taking French decreased from 90 per cent in the first year to 38 per cent in the fourth. In the second year, 79 per cent were taking history and 78 per cent geography, but this dropped to 46 per cent and 50 per cent respectively in year four.



Latin: weakened case

Percentage of pupils studying named subjects by year group

England: maintained secondary schools

	1	2	3	4	5
Mathematics	93	94	95	96	97
Remedial mathematics	7	6	5	4	4
Computer studies	12	9	17	20	15
Biology	10	18	76	46	47
Chemistry	7	15	72	30	30
Physics	8	16	74	36	36
General, integrated or combined science	90	81	23	19	18
Physics with chemistry	2	2	3	2	2
Pure sciences	4	6	5	9	9
English	92	94	95	96	96
Remedial English	10	9	7	4	4
English as a second language	0	0	0	0	0
French	90	89	83	38	36
German	6	16	26	10	10
Spanish	1	2	5	2	2
Italian	0	0	0	0	0
Other modern languages	0	0	0	0	0
Classical languages	1	5	6	2	2
Classical studies	1	2	3	1	1
European studies	8	5	3	1	1
History	67	79	93	46	5
Religious education	84	90	95	62	58
Geography	68	78	93	50	51
Economics	0	0	1	4	4
Other social studies	6	4	8	16	17
Combinations of arts	28	18	5	5	4
Music	99	98	90	13	10
Drama	56	50	40	8	8
Design-based CDT	97	96	92	37	38
Craft-based CDT	30	32	33	17	15
Home economics	57	56	49	35	37
Needlecraft	76	76	59	34	34
Business studies	68	64	47	9	9
Other vocational subjects	0	1	3	28	27
Physical education	99	100	100	99	97
Career education	14	11	12	23	64
Health education	21	18	23	66	19
Social education	2	2	1	1	53
Remedial education	0	0	0	0	0
Combinations of science with arts	9	7	4	5	5
Other	0	0	0	0	0

— indicates less than 0.5, but more than 0.

By the fifth year, only 58 per cent were taking RE as a named subject, compared with 95 per cent in the third year.

Putting pupil proportions aside, the figures also show that all schools ran classes in the proposed national curriculum subjects of maths, English, physics, history, geography and art. Figures for Wales have been published separately.

Statistical bulletin 1087 *The 1984 secondary school staffing survey: data on the curriculum in maintained secondary schools in England*, is available from the Statistics Branch, DES, Elizabeth House, York Road, London SE1 7PH.

Tory group launches an alternative

The Conservative Education Association of moderate Tories this week responded to the Government's package of education proposals by putting forward an alternative national curriculum framework for 14 to 16-year-olds.

Under its model — designed to bring greater flexibility — pupils would follow core subjects of English, maths, physics and/or chemistry, PE and personal, social and health education (PSHE), including careers education. They would then choose three out of the foundation areas of study and two supplementary subjects.

The CEA's choice of foundation subjects includes home economics, which does not figure in the Government's plans, and history, geography or religious studies. Information technology is also offered.

"We believe that religion as a separate subject should not be compulsory after 14, although elements of PSHE should be based on a moral and Christian outlook. If RE has failed to appeal to a child by 14, compulsory study from 14 to 16 is unlikely to achieve anything," says the association.

A first foreign language, which the Government intends will be compulsory, would also be optional. The CEA believes a foreign language is neither appropriate nor necessarily relevant for all pupils.

The association, which stresses support for the principle of a national curriculum, further recommends that English and maths should each be allocated around 15 per cent of teaching time at secondary school. The Government's consultative document suggests 10 per cent each for years four and five.

In a separate booklet, published this week by the education unit at the right-wing Institute of Economic Affairs, Mr Donald Naismith, education director at the London borough of Croydon, argues in favour of a national curriculum.

Stressing that they are his personal views, he writes that a national curriculum would prevent indoctrination in a legal sense by clearly defining what children were to be taught, and in a practical sense by prescribing "a programme of learning of such pace and rigour that any temptation towards indoctrination would be 'crowded out'".

Arguing against a national curriculum in the same publication, Dr Derek O'Keefe describes such a view as "naïve". Dr O'Keefe, senior lecturer in education at the Polytechnic of North London, warns: "What one government legislates in, another can legislate out — and replace. The danger of a politicized curriculum may be greater where there is detailed legislative prescription and proscription."

The performance of the Labour Party in education authorities such as Brent and Haringey "could turn out to be the prototype for its policies in central government", he says. "Indeed, some Conservative I.C.A.s also seem to have been infected with the bacillus of multiculturalism with its deep hostility to British history and culture."

He argues that a national curriculum will bring about a "major expansion of the power of the very educational establishment that has brought us to our present pass", the voracious dynasties of the system will simply re-robe. Dr O'Keefe claims the educational world is faced with "semi-paralysis and drift" and lacks any clear structure for decision making. Parents' common sense should be the arbiter of educational policy, he argues.

The right-wing pressure group Family and Youth Concern said this week that the Government's curriculum consultative document seemed "concerned solely to produce button-pushing, computer-operating workers for the future, with love and marriage left as merely matters of biology."

The group is preparing a syllabus on the whole life cycle "based on sound principles of known and tried values and standards".



Travellers' tales of no-go schools and industry-baiting authorities helped distract the executive masses from the realities of the stock market at the start of the Confederation of British Industry conference in Glasgow this week. But the confederation's leaders are taking education seriously and are ready to move beyond rhetoric.

Banham plans for a partnership

Britain's employers were this week faced with an indication of the bill for their decades of unremitting criticism of the education system. They have to take on the costly task of helping to run it, or admit that their bluff has been called.

Mr John Banham, the CBI's director general, forced the issue by putting education at the head of this year's conference agenda. He made it the subject of the opening session on Monday, taking precedence over all the matters that business men naturally take seriously, like top tax rates and union bashing.

And he started off by indicating the scale of part of the bill for the new influence that the Government and the schools themselves are offering to employers. At the head of a list of targets he set for the CBI, is the "effective twinning" of all 5,500 secondary schools with their local business communities and a doubling of employers' investment in training over the next few years.

"A partnership between business and education and the public sector is in prospect in the fields of education, training, and the inner cities which could fundamentally change people's attitudes towards business and wealth creation," he said.

But it was left to other speakers to warn of the heavy load which taking up the Government's offer of representation on governing bodies and responding to the increasing eagerness of schools and colleges to build close industry links, would place on firms all over the country.

Mr John Peake, chairman of the CBI's education and training committee, said: "We have often criticized education for not responding to our needs. I fear that the boot is now on the other foot. The goodwill that is building up on both sides must be harnessed as we move into the future."

Employers now had to decide on the degree of their support — and once decided would have to make it work. Indicating the scale of the effort required, he said as well as being asked to support a large number of initiatives from Government and CBI local committees schemes, business was now asked to provide some 30,000 governors for educational establishments. He warned: "There is a strong possibility that these people will not come forward unless the Government can demonstrate that the time spent by employers is being used in an effective way."

"Gone are the days when employers might be prepared to attend meetings which spend an enormous amount of time on issues not related to the education of young people and the effective running of the education establishment."

Other speakers underlined this point; some seizing the opportunity to regale the conference with illustrations of the alleged hostility of teachers and local education authorities towards private enterprise — and of their ignorance and incompetence in dealing with

its activities. But despite the applause that greeted these customary denunciations, most delegates reflected on the challenge. Their mood was best summed up by the Scottish businessman who said: "The teachers can't do it alone. We've got to help them."

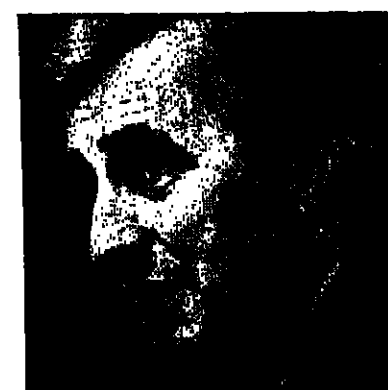
And two headteachers received the biggest rounds of applause when they described the impact of their year-long secondment to industry. At the end of the debate the conference endorsed the plan for a CBI taskforce under Sir Adrian Cadbury, chairman of Cadbury Schweppes, to examine the relationship between industry and the educational system. It will recommend practical steps to mobilize an effective response from employers.

The big question facing Sir Adrian and his colleagues is whether senior executives can be persuaded to give up their evenings to serve on governing bodies, rather than instruct reluctant subordinates to become token governors.

A parallel task that will require tact and considerable negotiating skill is to devise a means of bringing together the activities of the dozens of industry initiatives and organizations which promote — sometimes in near-open rivalry — links with schools.

The CBI's education staff believe that the new mood in management has created a favourable climate for the task.

They say that now firms are more confident about their ability to survive, top managers are beginning to think



John Banham: education first

seriously about what they can do to help tackle problems like education and training.

And Mr Banham himself is cautiously sanguine: "Provided we are convinced and can convince our members that their time will not be wasted they will come forward," he told *The TES*. The CBI's own regional organization and local employer networks could provide the basis of an effective co-ordinating system without setting up a new bureaucracy.

But Mr Banham warns that governing bodies must be reduced drastically to single numbers. And that, he points out, is likely to mean ending staff representation. "It's a nonsense, anyway," he says. "The governors are in many ways in the position of employers, and you shouldn't have employees sitting there, joining in making decisions about themselves."

School ethos anti-business

Most teachers "have actively decided against industry and commerce" a Scottish businessman told the conference. But nobody volunteered an answer when he asked why else would they have gone into teaching.

Convincing young people of the merits of commerce and industry was relatively easy, but convincing teachers was not, said Mr Ron Lander.

"They speak a different language from most of us." Had delegates looked at the acronyms teachers used? And had they read *The Times Educational Supplement* — "extremely difficult and you can't understand it as easily as most teachers appear to do."

Pausing momentarily to give any closet readers of *The TES* a chance to confess, Mr Lander switched to the business world's own sales jargon to emphasize the difficulty it faced in trying to press its assistance on a hostile profession.

"We have prospects [the salesman's term for potential customers] who are 'anti' us, simply because they don't know about us. We have a difficult job to communicate and convince."

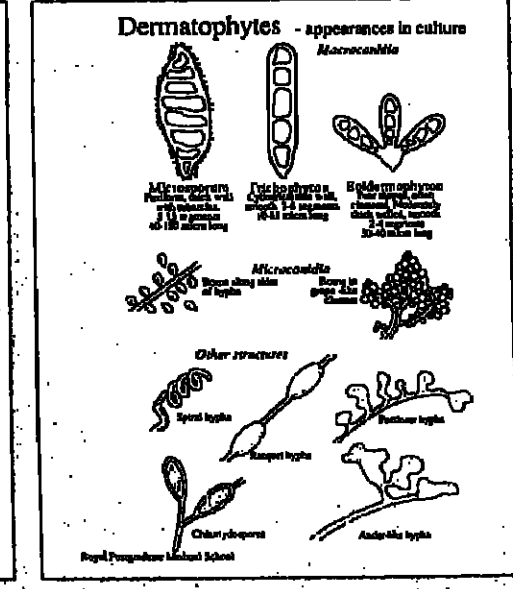
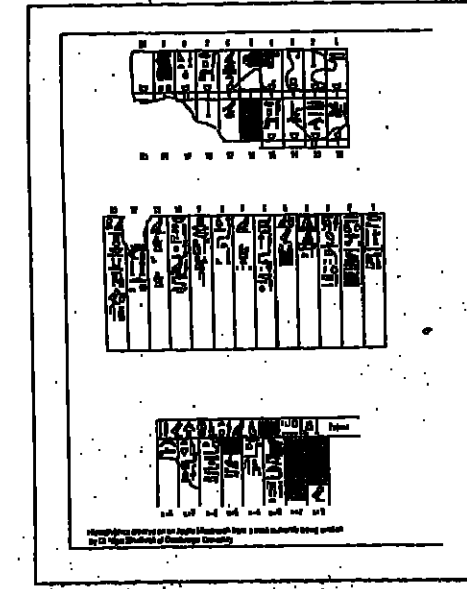
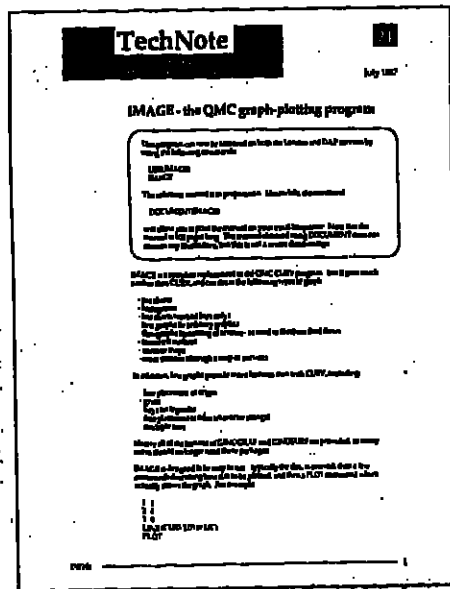
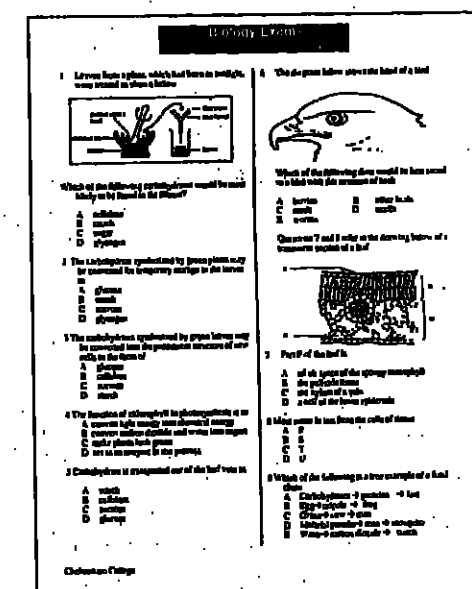
It meant that businessmen must use the whole spectrum of activities which were developing in relation to education to encourage the strong spirit of enterprise, and to develop healthy attitudes among young people. Earlier in the debate, a public relations officer from the wool industry alleged that a young teacher was refused a job by a northern education authority because her father was an industrialist. She was now working happily for a Tory authority.

Last year, 5,190 academics had no trouble getting published.

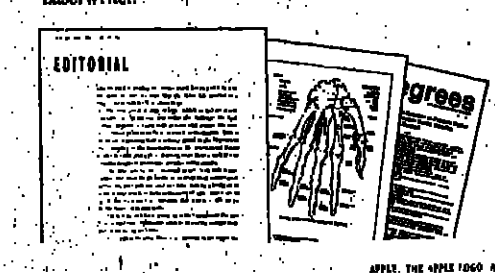
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Perpetuating a Western viewpoint

Ian Nash on the publication of a book on anti-racist science teaching



"Many school science textbooks offer only one explanation for the suffering of starving millions in the Third World — over-population and the failure to use adequate birth control methods."

Author and science teacher, Ms Liz Lindsay, also asserts that "students do not learn that prosperous countries, comprising 25 per cent of the world's population, eat two-thirds of the world's food production; or that much of the food imported by the affluent countries is produced by the poorer nations".

She and others reopen a four-year debate with the publication of *Anti-racist Science Teaching* today, and a conference in London tomorrow.

Traditional school science courses, they say, perpetuate the view that Third World problems can only be solved by Western scientists and that science teachers are blinkered by the idea that they only deal in objective knowledge.

"Science teaching embodies a subtle form of racist propaganda which is all the more difficult to detect because science is commonly perceived to be politically neutral," they claim.

The book "all but dismisses the multicultural lobby as the politically impoverished cousin of the anti-racist movement and argues that science education presents one political viewpoint to the exclusion of all others."

The politics of the status quo curriculum must be challenged, so that public debate focuses on the curriculum rather than on those who criticize it," say the editors, Ms Dawn Gill, a geography teacher who worked on the ILEA anti-racist strategies team, and Mr Les Levidow, a radical science writer.

They can expect opposition from politicians on the right, and particularly from Mrs Margaret Thatcher who, at last month's Conservative Party conference, dismissed "hard left" teachers with the remark: "Children who need to be able to count and multiply are learning anti-racist mathematics — whatever that may be."

A multicultural approach is unlikely to prove any more successful. The book and conference result from the ILEA's anti-racist policies since 1983, when a team of four advisory teachers, including Ms Gill, were seconded to promote curriculum development.

They drew together a large team of teachers who began working on practical strategies for anti-racist education through science. Many of them are among the 18 contributors to the book. They look at a wide range of issues from biology and nutrition to the Bhopal disaster in India which killed 2,500 people.

Traditional methods of student assessment are also challenged. The authors claim that the "ability" label fostered divisions along class, race and gender lines.

The book offers a considerable range of teaching ideas such as the use of simple biological tests on tap water to show that Third World countries are not the only ones with polluted water supplies. No doubt further interesting science experiments will emerge at the conference tomorrow.

Anti-racist Science Teaching, edited by Dawn Gill and Les Levidow is available from the Free Books Association, 26 Freegrove Road, London N7 9RQ, price £8.50p.

NEWS

Gillian Macdonald looks at the implications of new legislation on copyright

Copyright Bill eases rules on school recording

The Government's proposal to impose a levy on blank tapes has been dropped, and educational establishments are to be allowed to record television and radio broadcasts off air. These are the main implications for schools of the Copyright, Design and Patents Bill, introduced in the House of Lords last week.

The Bill, which will receive its second reading on November 17 and is expected to become law in the summer, is designed to replace the outdated Copyright Act of 1956. It caters for the latest technologies, from photocopyers and computers to satellite and cable television and attempts to ensure copyright considerations do not hinder education.

If the Bill is passed in its present form, teachers will be able to work legally with broadcast material to which they would have no other legitimate means of access. As the law stands, only about 10 per cent of programmes may be recorded and used in the classroom.

Under the new legislation teachers at educational establishments will be allowed to show films and broadcasts on play sound recordings in the course of instruction without infringing copyright. They will also be able to record any programmes on mainstream television and radio, and make copies of their recordings.

The right to record programmes is proposed as an interim measure until a licensing scheme is set up which would collect fees on behalf of the copyright owners and performers. Licensing bodies would be certified by the Secretary of State for Trade and Industry and fees and disputes would be monitored by a new Copyright Tribunal.

Other areas covered in the Bill are photocopying and computer programs. Under a "fair dealing" clause students and teachers may continue to copy written publications for private study, as long as it is for non-commercial research.

Staff and students will also be entitled to copy texts for exam questions and answers, and to photocopy up to 1 per cent of any work per quarter. This right will, however, be revoked if the

work is covered by a licensing scheme, such as the current Copyright Licensing Agency which, in return for a fee, allows multiple copies to be made of 5 per cent of any work covered by the scheme.

Computer programs were first brought under the copyright law in an Amendment Act of 1985, which treated them as literary works. But for the first time the new Bill ascribes authorship "in cases of so-called 'computer-generated' works". It also legalizes the copying of software programs on to the computer for the purposes of running the programs.

Initial responses to the Bill have been positive. The move towards licensing schemes offering copyright clearance is welcomed, though there are fears that such schemes would be expensive and difficult to administer.

These fears, however, may be unfounded. The BBC and ITV companies are expected to join the Guild Sound and Vision scheme which is currently used by Channel 4 and the Open University. For Channel 4 programmes, the BSA charges £15 per year with a scale of fees for individual broadcasts ranging from £1.50-£15. Guild Sound and Vision are said to be prepared to reach an agreement as soon as legislation goes through.

Dr Raymond Wall, copyright officer for the Library Association, stresses that "it is important that there should be no means of rights owners excluding programmes from a licence. That would not be in accordance with the Bill."

But the main area of contention is the proposal for photocopying. The Association of County Councils, the Library Association and the Council for Educational Technology all describe the right to copy 1 per cent of a work per quarter as "ludicrous" and impossible to monitor. Their view is that a provision for recording 5 per cent on an annual basis would be more appropriate and would encourage publishers to join the CLA scheme. Dr Wall also argues that the provision for copying texts for exams should be extended to theses and continuous assessment.



Best goes on: Children from the Immanuel Church of England primary school in Streatham, south London performed for Channel 4's *Years Ahead*, an educational series for retired people. The steel band played "Don't Stop the Carnival" for this week's show devoted to elderly West Indians living in Britain.

CRE welcomes ethnic statistics scheme

by Jeremy Sutcliffe

A Government draft circular which requires local education authorities to collect information about teachers' ethnic origins has been widely welcomed by teachers and local government.

The Commission for Racial Equality has welcomed it "wholeheartedly". The collection of such data is an essential means of promoting equality of opportunity in teaching, says Mr Andrew Dorn, its education officer.

The collection of ethnic statistics has long been regarded as sensitive, but in recent years controversy has focused not on whether the information should be gathered, but on how it is collected. Many heads refused to comply with an inner London Education Authority demand that they collect racial data about their teaching force. They were backed by the National Association of Head Teachers.

The formula decided on by Mr Kenneth Baker, the Education Secretary, in the draft Department of Education and Science document is widely seen as defusing the con-

trovery, as there is no compulsion on heads to collect data against teachers' wishes.

Instead, it would be up to i.e.s in consultation with heads, to decide how the information should be collected. Arrangements need not be uniform but, says the circular, must be effective and designed to secure complete returns.

This may be helped by an additional category on return forms, devised by the CRE, which will allow teachers an alternative description if they do not see themselves as black or white.

The formula is likely to be endorsed by the NAHT's multicultural working party which will discuss the issue next week. Mr Peter Baldwin, its chairman, says: "We believe the onus should be on individual teachers to classify themselves."

The formula decided on by Mr Kenneth Baker, the Education Secretary, in the draft Department of Education and Science document is widely seen as defusing the con-

IN BRIEF

German as first choice

The Education Secretary wants to see German offered as a first language in some schools. Mr Michael Phipps, assistant secretary at the Department of Education and Science, told a conference for PGCE students at the Institute in London last week. Ministers believed schools should not offer a second foreign language as an option until the fourth year.

Taylor trust fund

The Harry Taylor Trust is to be set up in memory of the former chief education officer, who died suddenly last month, aged 51. An appeal for funds was made this week by Mr Ralph Clark, the chairman of Somerset Council.

The trust will help young people between the ages of 11 and 25 to travel and "generally develop their potential".

Breaking the ice

Frozen lavatories, which have closed a London primary school every winter since it was opened in 1861, should be demolished and replaced by a building which would be a model of modern design.

The All Saints Church of England primary school in Fulham, west London, has launched an appeal for £166,000 for a new extension which will include indoor lavatories. The school has already raised £80,000 towards the total.

Inaccurate entry

Hundreds of bookkeeping students who had found their Royal Society of Arts exam a walkover were stunned to learn they had failed. Some were depressed they gave up their career.

But it was all a mistake. A computer blunder had caused the RSA to issue some wrong results. Now that the correct results are known, many students have found they passed with distinction. About 300 results were affected.

Assisted success

A total of 1,414 pupils at independent schools on the assisted places scheme achieved an average of 2.6 passes each in the summer A level examinations. This 3,691 passes gained represents a success rate of 91.2 per cent. At O level assisted places candidates achieved an 87 per cent pass rate with 34 per cent at A grades.

The assisted places scheme currently supports 28,000 children from less well-off families.

Closure threat

Professor Gerry Fowler, Rector of North East London Polytechnic, has warned staff that the polytechnic will close in August 1989 following the refusal of governors to recommend compulsory redundancies.

In an informal memo sent to all heads of department, Professor Fowler, whose call for 45 to 80 compulsory redundancies was defeated by the governing bodies, outlined the deepening financial crisis facing the polytechnic which is currently running a £400,000 deficit - THESES.

Places appeal

Birmingham education authority will appeal against the High Court ruling that it is unlawfully discriminating against girls by not providing them with the same number of grammar school places as boys.

Seminar papers

Four-Year-Olds in School: Policy and Practice is a collection of papers given at a seminar sponsored jointly by the Schools Curriculum Development Council and the National Foundation for Educational Research. The papers were presented for publication by Caroline Sharp of the NFER and were not edited, as stated in *The TES* of October 2, by Mary Jane Drummond.

Sue Surkes reports on a case study of statementing of special needs children in a London borough

How the process can take over

A social worker turned researcher has challenged claims that the 1981 Education Act has increased accountability.

In a case study of statementing in the London borough of Redbridge, Mrs Nicki Cornwell argues that decisions about special needs children are taken at the start of the assessment process "by virtue of limited alternatives", and that subsequent discussions and negotiations have no significance.

"The actual choices that individuals are able to make are negligible."

Mrs Cornwell, who used to work from a special school and whose book *Statementing and the 1981 Education Act* is based on an MPhil thesis, argues that the decision to refer a child for assessment is crucial for setting the procedure in motion. Information given on referral by educational psychologists in particular, determines the provision needed and that, in turn, is tailored according to what is available.

Factors such as resource shortages, vested interests and the traditional autonomy of professionals affect the decision that is taken, she says. From then on "the process takes over and procedures dominate".

Mrs Cornwell says she found good intentions but "much helplessness, heartache and frequent failure" among participants in the assessment and statementing process. "I did not discover malignant aspects, simply human beings struggling and enduring badly-devised and poorly-connected systems. It is, above all, a picture of individuals caught in machinery they had devised and over which they had little control."

Mr John Palet, assistant education officer, special services, at Redbridge, said this week he had not yet seen Mrs Cornwell's report. But he told *THE TES*: "Decisions are taken at the end of the assessment in accordance with the Act in letter and spirit."

During interviews with a range of people involved with special needs, Mrs Cornwell was told about procedural confusion and a backlog of assessments. They were taking up to a year - by which time the first advice given could be out of date.

In most schools, special needs had been "tacked on to existing structures in an apparently ad hoc, unplanned and idiosyncratic way", and were of concern only to a few people, although some schools were coping impressively.

Mainstream school staff complained about inadequate resources and support, but felt they could fall back on special schools which had traditionally played an important role in the borough if things became too difficult. "Assessment can be a way of seeking an alternative placement for a child if the time and effort spent became excessive," Mrs Cornwell writes.

"The point may be reached where what is said to be the child's needs may be about the needs of others, whether the teacher or other children."

Educational psychologists had the broadest grasp of the resources available but seemed to lack an effective forum for sharing their knowledge and views with others involved in assessment. Three out of seven psychologists interviewed were at least tempted to make children's needs fit available provision.

Mrs Cornwell's interviews with parents revealed a depth of feeling that was "hard to convey on paper". While many were satisfied with the outcome of their child's assessment, most were

distressed about the contact they had had with professionals and administrators.

Twenty mothers were interviewed, nine of them with their husbands. "In all cases, there was a perception of officials as having the power to make decisions irrespective of parental views."

One parent felt trapped. She feared she would be perceived as uninterested if she said nothing, but threatening if she spoke up "in their language".

Another mother, who attended an

assessment meeting about her son, found it was "as if they were discussing a village idiot who was quite upset... some of them talk as if you weren't even human, as if you were taking apart a toy. They'd forgotten he'd got feelings."

Mrs Cornwell found that the psychologists tended to see themselves as having expert knowledge about a child to give to parents. Most teachers saw their role as teaching parents about their children. "The complementary expectation of being helped by the

parent to understand the child was rarely mentioned."

Mrs Cornwell's study, researched from 1984 to 1986, restricts itself to Redbridge but claims that all local authorities are faced with similar constraints on implementation. Her research echoes some of the points made in a major London University Institute of Education report submitted to the Parliamentary education select committee earlier this year.

The Institute report, which took a different view to Mrs Cornwell of the

way decisions are reached, said there was broad agreement with the aims and philosophy of the 1981 Act and that the difficulties were mainly due to local factors, particularly resource shortages.

Statementing and the 1981 Education Act by Nicki Cornwell is available, price £5.95, plus 50p p&hp, from the Department of Social Policy, Cranfield Institute of Technology, Cranfield, Bedfordshire. News focus, page 15

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Primary proposal

Proposals to introduce a primary language record with reading tests at three key stages will be put to the Inner London Education Authority's schools subcommittee next week.

The language record, designed to monitor children's daily progress in talking, listening, reading and writing skills, has already been piloted. The plans now are to introduce it into primary schools on a phased basis next year.

A programme of reading tests for all children aged 6 to 7, 10 to 11, and 14 to 15 could also be brought in next academic year. It is proposed that a revised version of the London Reading Test, currently taken at transfer to secondary school, will be used for pupils aged 10 to 11.

Dr Bill Stubbs, the ILBA's education officer estimates that primary language records for all pupils would cost around £50,000 a year and that the testing of all six to seven-year-olds would probably cost about £20,000 in the first year and £11,000 in following years.

The main aim of the proposals is to help diagnose children's difficulties so appropriate help can be given.



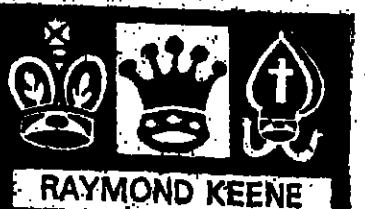
Master class: Gary Kasparov with Judith Feldman, Spencer Lamond and Daniel Feldman, on a recent visit to London

Kasparov chronicles his moves

Gary Kasparov, the reigning world chess champion, has just published his autobiography, *Child of Change*. Co-authored by Donald Treloard, editor of the *Observer*, it details Kasparov's rise to the chess throne.

According to Kasparov: "Soviet ideologies saw chess as a true weapon and a living piece of propaganda. It encouraged powers of logical analysis. It developed educationally valuable qualities."

Kasparov and rival Anatoly Karpov are the most famous ex-pupils of the Botvinnik Chess School. Kasparov quotes Botvinnik's work with the students. "I [Botvinnik] conduct the studies in accordance with a system laid before the war in the Leningrad



Pioneer Palace: We work together, but students. He makes comments on the games and reports on his attempts at the homework. This is the way to get to know a player's spirit, to study his good points and his failings.

"In the course of discussion I give him advice, criticize, while all the

other students take note of this and participate in the discussion. Finally, the student is given a verbal assessment of his creative and competitive nature and he is handed an individual set-piece homework which should help his further progress."

Kasparov is now preparing to take over the school and already shares the teaching with Botvinnik. According to *Child of Change*, his dream is to have a series of such schools.

Child of Change is published by Century Hutchinson, price £12.95.

After a fine performance at the Lloyd's Bank Tournament in London, Michael Adams of Cornwall has become, at 15, the world's youngest International Master.

Success is not simply a matter of class

The amount a local authority spends on teaching resources is a crucial indicator of good examination results, according to a former Treasury adviser, Ian Nash explains why

A former senior adviser to the Treasury has challenged the Government's interpretation of education spending figures and warned that it could be hampering the fight against underachievement.

Dr Malcolm Levitt, a senior research assistant for the National Institute of Economic and Social Research, has said that the Government underestimates the importance of spending on teaching resources and places too much emphasis on social class and theories of disadvantage and underachievement.

Since 1982, when the Department of Education and Science tried to take social disadvantage into account when compiling "efficiency" league tables of local education authority spending, the Government has argued that, by far, socio-economic issues outweigh all other factors.

But Dr Levitt has looked again at the statistics used, particularly for the controversial 1984 DES circular which the Government cited as overwhelming evidence of overspending by, largely Labour-controlled, L.E.A.s.

He has re-evaluated data on examination results and spending levels, allowing for a wider number of social variables including "advantage" (the proportion of families in higher social groups), not considered in DES calculations.

Instead of looking at the usual achievement measure of five GCSEs or high grade CSEs, he divides attainment into three bands: a high group with five or more GCSEs, a low group with two or fewer passes, and a middle group.

Dr Levitt also suggests a range of factors which could distort the apparent impact of teaching costs on performance. These include the fact that it is often the most backward children who are in the smallest classes and their achievements do not show up in examination performance.

The results of his study are dramatic and show that from one authority to another a 1 per cent difference in spending on teaching can have almost the same impact on exam performance as a 1 per cent variation in the number of families in high social groups. This contrasts considerably with current Government thinking that problems cannot be solved by "throwing money at them".

DES officials argue that although he has demonstrated a statistically significant relationship between spending on teaching and examination performance, the fact remains that social class accounts for most of the variation in pupil performance.

Their analysis of data available up to 1984 suggests that the amounts spent in schools make a difference in only three of the six examination performance indicators considered.

Dr Levitt argues, however, that this claim does not diminish the importance of the effects of variations in teaching resources. "It merely reflects the fact that there is much wider variation between L.E.A.s in class composition than in spending per pupil."

The conclusion that follows, therefore, is disturbing for virtually all authorities: underachievement applies equally to the local authorities with high rates of exam success as it does to those who perform less well.

In earlier analysis of data by Dr Levitt, for the NIESR, Bromley education authority was topped from its lofty heights among the best achievers in examinations to almost bottom. Subsequent research produced by Sheffield and Lancaster universities and the NIESR amplifies that conclusion.

At the time, Bromley protested that its attainment levels were distorted by the fact that many of its most able pupils were not in the state sector. But Dr Levitt has looked again at this possibility and concludes that "this is no more true for Bromley than it is for Harrow which comes consistently top of league tables".

Apparently Bromley is quite simply "not one of the most effective education authorities", he says. What his study also did was to highlight L.E.A.s such as Cleveland and the Tyne-side

authorities as more effective than they were first given credit for.

The results also show that L.E.A.s that have high exam pass rates do well in avoiding high failure rates and vice versa; in contrast to some opinions that authorities that encourage the brightest neglect the weakest.

It would seem that it is not only the Government that has misjudged the impact of spending. Its critics, by dismissing the use of GCE/CSE results out of hand as indicators of performance (largely because non-cognitive attainment and the bottom half of the ability range are excluded), have neglected valuable evidence in support of higher expenditure.

Academically, highly able pupils are just as likely to be hampered by the lack of teaching resources as the less able," says Dr Levitt. "All other factors being equal, there is a direct association between spending on teaching resources and better examination results."

Having said that, he stressed: "I am not in favour of higher spending for the sake of it. L.E.A.s must produce better attainment targets, devise and organize better syllabuses and test children regularly."

Few professional educators now believe that comparison with the national average L.E.A. spending level is a useful guide to either efficiency or effectiveness. But the Government's continued obsession could still the apparent high-flyers into a false sense of complacency.

A further study this week in the *Oxford Review of Education* underlines this view by similarly analysing data - taking account of wider variables - and coming up with ratings that include Brent, Coventry, Ealing and the Inner London Education Authority near the top.

The research by Mr David Jesson, from Sheffield University, and Professor David Mayston, from York University, suggests that Liverpool comes out with the same efficiency rating as Harrow even though 37 per cent of Harrow pupils pass with five or more O levels compared with 18 per cent in Liverpool.

Their research does not, however, attempt to give a league table but tries to indicate where improvements may be sought.

Another problem underlined by both pieces of research is whether it is valid to assume that social advantages and disadvantages have the same impact on different L.E.A.s.

But, since the Government in the near future is unlikely to relent on the question of overspending authorities, the question of the relative impact of different variables on examination performance has to be put on the record, says Dr Levitt.

The Growth and Efficiency of Public Spending, by M.S. Levitt and M.A.S. Joyce, is published for the National Institute of Economic and Social Research, by Cambridge University Press. ISBN 0 521 34621 5.

Performance Assessment in the Education Sector: Educational and Economic Perspectives, Oxford Review of Education, Vol 13 No 3, 1987.

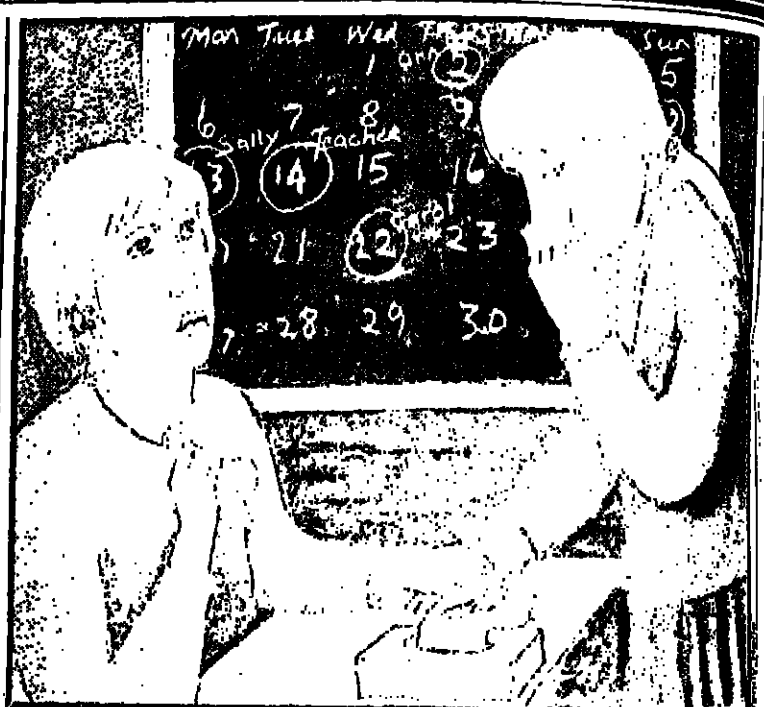
Relative performance - order of efficiency according to the NIESR study (Sample from 86 L.E.A.s studied)

Harrow
Buckingham
Cleveland
Bromley
Oldham
Rochdale
Stockport
Walsley

Most efficient
Least efficient

Authorities with relatively high performance include not only affluent authorities such as Harrow and Buckinghamshire but also the relatively deprived such as Coventry and Cleveland.

The lower group includes the relatively deprived Oldham and Rochdale but also the relatively middle class Bromley and Stockport.



How to keep pedalling on the monthly cycle

Depression, fatigue, forgetfulness - all symptoms of PMS. Diane Spencer examines the implications of premenstrual syndrome for schools

"I get so angry with the children and myself... sometimes I have to dig my nails into my hands to stop myself from going over the top... I've made my hands bleed doing this."

"I feel that maybe a tired, headache, bloated teacher may be better than no teacher at all... I'm not too sure though."

Two women primary schoolteachers in their early 30s were talking about how they feel at certain times of the month when they are suffering from symptoms of premenstrual syndrome.

Girls too suffer. "I get a terrible headache which lasts for a couple of days. It's always the same time, so I appear to miss the same lessons each month... I am getting behind with my maths."

Georgina Stein, a lecturer at the Roehampton Institute in London, records these interviews in research she has just completed on PMS and education.

Another reported: "There's a girl who is always falling over and breaking bits of her body. Last time it was her leg. If I was her I'd stay at home for a few days a month."

She said she only knew about PMS because of her "friend's Mum". "We don't know anything about it at school. I think people should know about it so they can do something about it, especially my friend's doctor. I suppose that men don't get it so they don't understand."

Ms Stein estimates that the vast majority of women and girls experience some symptoms of PMS during their working time. In the Inner London Education Authority alone, some 8,000 women teachers are potential sufferers, she claims.

Irregularity ranked high in a list of 11 symptoms for both girls and women in her survey of 53 teachers and 120 pupils.

Other symptoms included depression, fatigue, forgetfulness, clumsiness, craving for sweets, water retention, and various aches and pains.

Only seven teachers and six pupils said they had none of these cyclic symptoms.

Before the wrath of feminists descends, or the ghost of Jerome K. Jerome asks plaintively why hasn't he got housemaid's knee, Ms Stein says her intention is to give an insight into how individuals can eradicate or alleviate the problem and to make people more aware of it.

"I don't want to give the impression

that most women fall apart for half the month," she said.

Her research defined PMS as a hormonal imbalance believed to be the result of a progesterone deficiency. It is characterized by a variety of emotional and physical symptoms that recur regularly at the same phase of each menstrual cycle which can last from two to 14 days.

Many women fail to connect their symptoms with the point they have reached in their menstrual cycle, she says. They can help themselves by noting when physical and emotional difficulties happen to prepare to counter them.

Bad headaches and irritability, for example, could be caused by low blood sugar levels. Eating "complex" carbohydrates such as bread or rice may relieve these symptoms and stop the craving for sweets.

Limiting fluid and salt usually reduces the swelling of feet, ankles, and joints, a common complaint of PMS. These can minimize some of the emotional factors associated with retention. "Extra rest and relaxation are also important."

Ms Stein says: "With minimum disruption to the education service, steps could be taken to ensure that all pupils and teachers are made fully aware of the nature of PMS."

In the *Curriculum Matters* series, *Health Education* from 5 to 16, the Department of Education and Science advises talking to children about menstruation. PMS could fit into the general notion of "pupils at 16 having a substantial knowledge and understanding of their bodies and growth and development", she says.

Four secondary schools in the London borough of Merton have introduced knowledge of PMS into their life-skills classes, she reports.

She goes as far as to suggest a cross-curricular approach: the hormonal aspect could be dealt with in biology; diet in home economics; relaxation techniques in PE, and sociology could deal with attitudes and relationships.

A joint partnership of pupils and teachers could offer a counselling service for "PMS victims" or it could be part of the duties of a personal tutor.

"Generally, all individuals concerned with the education of women should have some knowledge about PMS and the possible implications so they can recognize symptoms and offer appropriate solutions," she says.

It might, for example, be relevant to note that a bright girl who is perfectly co-operative and happy can suddenly become fearful or disruptive without apparent reason because she is suffering from PMS.

A quick straw poll round *The TES* showed that Ms Stein's startlingly low estimate matched the experiences of female colleagues.

Premenstrual Syndrome and Education, Georgina Stein, Digby Stuart College, Roehampton Lane, London SW15 5PH.

Slipping down the scale

Jeremy Sutcliffe recaps on the "forgotten dispute" between college lecturers and their employers. He suggests that it will go on for some time yet

It has become known as the forgotten dispute. For two years, while the schoolteachers have caused ructions in the classroom at the university lecturers have grabbed headlines about the threat to the country's research, their colleagues in the polytechnics and colleges have been largely ignored.

On the face of it, their lack of pulling power with Government ministers, the media and the public at large has cost the lecturers in the public sector in institutions dear.

Just 18 months ago, college lecturers

were, on average, £2,786 a year better off than teachers. Now, under the current offer from their employers, they stand to be just £2,245 better off.

The same erosion has taken place at the other end of the scale. In April 1986, college lecturers were, on average, £369 a year worse off than university teachers; under the present deal they stand to be worse off by £1,365.

Hardly surprisingly, the country's 78,000 college and polytechnic lecturers are unhappy. This became evident before half-term when a fresh wave of selective one-day strikes began to hit colleges in the regions. The lecturers' union, NATFHE, hoped the action would break the deadlock which has been going on since March, but so far there are no signs of that happening.

The dispute has now rumbled on for more than two years, punctuated by interim pay settlements which have taken the sting out of the issue, but which have failed to satisfy the union.

In 1985, the employers agreed in principle to the lecturers' long-standing claim for automatic progression from lecturer grade one to lecturer grade two. The system of grading had led to a log-jam of lecturers trapped at

the top of the bottom grade, and was a cause of great discontent. As a result, the long-term prospects for a newly-recruited lecturer are much better.

In return, the employers are demanding a deal on conditions of service. That issue is still unresolved, and the new scale is yet to be implemented.

The new offer, which has been on the table since last March (and therefore, perhaps, not so new), will add 9.3 per cent to the pay bill. But because it is being phased, with 4 per cent backdated to April and 6 per cent payable from September 1, it is only worth 7.1 per cent in the year to April 1988.

As part of the deal the employers want lecturers to agree to a maximum 22 hours' class contact time, in some cases rising to 25 hours, and an extra 30 hours a year "college attendance on time" for the purpose, mainly, of in-service training.

Compared with schoolteachers, hours are generous - a maximum 792 hours a year teaching time, against 1,265 hours in schools. In practice, many lecturers will not be required to teach at or near the maximum because of management responsibilities, research and other commitments.

What will break the current deadlock? With further token strikes planned, end continuation of a work-to-

Pay differentials: how polytechnic and college lecturers are losing out

School teachers	Apr '86	Oct '87	% increase
Polytechnic lecturers	£11,180	£13,020	+16.6
University lecturers	£13,986	£16,286	+16.5
* Includes current offer	£14,336	£16,630	+16.0

But the union claims the deal seriously erodes pay differentials, at the same time as bringing a massive deterioration in conditions.

The difficulty for the observer is to try to unravel the complexities, because pay deals for different groups of workers are seldom struck at the same time or cover the same period. The university lecturers, for example, received pay rises in April 1985 and December 1986, while college lecturers received rises in April in each year.

Another factor in the NATFHE dispute is the fact that principal lecturers in polytechnics will get nearly 16 per cent out of the deal, about the same as the average university lecturer on the main scale. NATFHE, however, points out that the gap between the salaries of principal lecturers in colleges and their university counterparts will grow by between £2,000 and £3,000.

As a spokesman for the employers put it: "It's a bit dog-eat-dog and there's a lot of leap-frogging involved."

What will break the current deadlock? With further token strikes planned, end continuation of a work-to-

rule which has been going on since last January, the union hopes a united display of dissatisfaction will do the trick. Its next step, unlikely on past experience to be taken, could be to ban continuous assessment and exam marking.

The employers argue the deal gives better prospects for lower paid lecturers by merging the two basic lecturers' grades, while at the higher end they claim senior and principal lecturers will receive rises comparable with their university counterparts.

They insist, probably rightly, that they cannot pay more because the Government will not agree to it. If they fund bigger rises themselves, they say they will have to cut services. NATFHE disagrees.

The union's main hope of persuading employers and their paymasters in Whitehall to improve the deal is to impress that pay erosion is making recruitment difficult. A survey at one West Midlands college showed that lecturers were, on average, attracting fewer than 10 applicants per post. However, the signs are that the "forgotten" dispute will go on for some time yet.

Fears for the future of the 'forgotten children'

How will special needs pupils fare once the Government's education reforms become law? Alison Fisher investigates

Parents of children with special needs are understandably worried over the Government's plan to allow schools to opt out of local authority control.

Many suspect that schools which break the tie with their L.E.A. will give little attention to special need provision. Others are bitter because they feel their children have not been considered in the drawing up of the consultative document.

The professionals share in the disquiet: "Quite frankly I think the Government has forgotten about children with special needs in the proposals. If they are there at all it is as an afterthought," says Mr Harry Cayton, chairman of the Voluntary Council for Handicapped Children.

Mr Chris Marshall, HM Staff Inspector for special needs, recently told a conference that ministers were not aware of the duties of the Inner London Education Authority.

Financial pressures are also expected to affect the policies of grant maintained schools. Tony Lenney says: "If you subscribe to the philosophy of the market place, what is going to happen to special needs pupils who cost a great deal more?" This fear also applies to any London borough that opts out of the Inner London Education Authority.

Wandsworth heads in London are not optimistic about the resources their borough would commit to special education. Mr Roger Wood, spokesman for Wandsworth Secondary Heads and head of Southfields Comprehensive which houses a unit for the partially hearing, says: "We have a staff ratio of one to five in the unit, which is necessary if you are going to work intensively. We suspect Wandsworth may consider that to be generous."

Special school heads are concerned about resources and are unhappy that the borough has not sought any information from them. Mr Peter Bingle, Conservative education spokesman, says the council will contact all special schools, and publish policy proposals next summer. They would not look to make savings in special education.

But even parents at loggerheads with the L.E.A. over integration are worried about the future for their children in an opted-out borough. Ms Sandra Duncan of Campaign for Choice, mainly a group of parents who want to retain special schools, says: "The campaign fears for the special needs schools taken out of the L.E.A. and put at the mercy of local boroughs."

We don't see how they can maintain the standards that the L.E.A. has set."

Education for the hearing impaired highlights the uncertainty felt by parents living in boroughs considering opting out. Kensington and Chelsea, for example, has no provision for children with hearing impairment. Would it try to set up local services or buy education from other boroughs? Oak Lodge Secondary School for Deaf Children in Wandsworth serves the whole of London. Will it go with Wandsworth or stay with the L.E.A.?

"Once you start picking away bits, obviously the L.E.A. has to keep reorganizing, putting the bits back," says Mr Robert Harvey, the L.E.A. assistant educational officer for special education. "It will be costly for the opted-out boroughs in building up their services, and for the L.E.A. in patching up its damaged services."



Hearing impaired pupils fears for education standard

Singeing in the rain.

As the damage created by acid rain mounts up, so does the scientific research that reveals what's really killing our forests, our fish and our fresh air. Read the 'acid test' report in 'Inside Science' - the new pull-out feature published regularly with New Scientist.

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OVERSEAS

Hotels occupied as homeless students protest

GREECE

Helena Smith on the unrest provoked by a chronic shortage of teachers, books and accommodation

Mr Antonis Tristis, Greece's controversial Education Minister, recently criticized education world-wide for its "conservative character". Speaking at the 24th Unesco general conference, he called for a "new ideological awakening".

Yet even while he spoke, protesting Greek students were taking to the streets with an enthusiasm Mr Tristis could probably have done without. University departments and luxury hotels were occupied by homeless students. Teaching staff were forcibly restrained from entering educational institutions, and beds and desks strewn across busy roads in scores of student demonstrations.

From the southern island of Crete to the northern city of Salonica, undergraduates and high school students are angered by the chronic shortage of teachers, school buildings, books, lecture halls and student housing. In some

cases the parents of secondary school children have joined pupils in classroom occupations to protest about the inadequate facilities.

Almost two months into the winter term, restless students are complaining that they have not been given textbooks, lectures or accommodation.

"What has surprised me is the total lack of organization at the technical college where I'm studying," said 19-year-old Paskalis Koroneos, a first-year student on the Aegean island of Euboea. "We still haven't been given any books or had any classes, while fundamental things like laboratories don't work and lots of new equipment is still lying around wrapped in nylon," he said.

Technical colleges were established as alternatives to state-run universities in 1983. But with a student intake that has tripled in the past four years and only a tiny proportion of full-time teaching staff, they have become symptomatic of Greece's disorderly and highly centralized tertiary education system.

Student unrest has also affected the country's 16 state-run universities. Sit-ins have been staged at five of them, and the others have been threatened with similar action unless student demands are met.

Students are particularly upset by



Plea for attention: Greek students demonstrate against lack of facilities

Mr Tristis plans to replace the free distribution of textbooks with organized lending libraries and reading rooms. But education ministry officials insist the scheme will substantially reduce Government expenditure and modernize Greece's old-fashioned university system.

For decades students have complained of overcrowded lecture halls and inadequate science facilities. Now they protest that it is impossible to get through a three or four year course on time.

"I'm here all day because there aren't enough lecture halls or labs.

Lessons work on a rotation basis," said Kostas Ververides, a 22-year-old chemistry student at Athens University. "Like most of my friends, I don't foresee getting myself through this course in four years," he added.

Mr Yiannis Konstantinides, education under secretary, admitted that tertiary education was facing problems but said that the new five-year Government programme would resolve them.

"We've set aside \$91 million to cover costs for new school buildings, equipment and a much wider selection of teachers and \$71 million to create student halls," he said.

Technology programme needs more volunteers

NIGERIA

In its efforts to boost teaching of basic technology in secondary schools, the Nigerian Government has asked the Voluntary Service Overseas to send more teachers from Britain next year.

VSO already has 15 teachers working in the country on the Government's "Introtech" programme which it began three years ago.

The programme came under fire at a conference of educationists earlier this year in Kano for being too theoretical and geared towards sophisticated Western technology.

The conference heard that the technical literacy programme had been hampered by the purchase for school workshops - many without electricity - of machine tools from Eastern Europe. Hammers and nails, too, and chisels and screwdrivers were needed, if the changes were not made, thousands more of Nigeria's 50 million children under 16 would miss out.

VSO's Sue Eckstein said Introtech should be encouraging greater respect for simple technology.

Like other areas of the six-three three-four education system (six years primary, three junior secondary and senior secondary and four higher education), the programme has been interpreted in different ways by Nigeria's states. Education ministers now want tighter controls and more standardization.

They are pressing for a more suitable curriculum for 11 to 14-year-old boys and girls to give them an understanding of a broad range of technical subjects which apply to everyday life, how to use tools, how to make precise measurements and drawings and how to appreciate the world of practical activity which those skills give access to. As Sue Eckstein puts it: "Introtech is what our childhood is."

The use of indigenous materials in central concept. The pupils of one VSO teacher already use local clay and millet chaff to make bricks, and the pits of corn stalks in the construction of models.

The change in thinking will have implications for VSO in how it recruits its teachers in future, in addition to the technicians, it will also recruit UK-trained primary, craft and science teachers since, it is argued, they have classroom management experience and use creative and practical learning techniques suitable for Introtech. "It has sometimes been difficult for technicians to teach subjects outside their speciality," says Sue Eckstein.

After their two years, VSO teachers will be encouraged to continue as Introtech teacher trainers in Nigerian colleges. The education ministry hopes the BEC will help to finance this.

Meanwhile, engineering graduates and trades and crafts people - without any formal teaching experience - will continue to fill the jobs. Eleven recently attended a course at Blackburn and District Group Training Centre designed, in two weeks, to transfer their skills from the shopfloor to the classroom.

"I'm finding it hard-going," said sheet metal worker, Kevin Wilson. "We're picking into two weeks when teachers take three years over. But it's incredibly stimulating; we're learning by the minute."

Gina Carver, 23, with a BSc in electrical and electronic engineering from Oxford Polytechnic, went in September to Pakko School in Niger State to implement the Introtech programme. She left a £14,000 job selling papers and computer software to pupils.

● VSO is looking for trained and untrained teachers with skills in woodwork, metalwork, arts and crafts and DIY. They should be aged between 20 to 60, with no dependants. Details from: The Enquiries Unit, VSO, 5 Belgrave Square, London SW1X 8PW.

Robert Nurdin

OVERSEAS

Learning Latin the modern way

American schools are turning to television to fill the gap left by a shortage of Latin teachers. At least 24 states are now teaching the language by means of the "electronic classroom" - bringing Latin to isolated rural schools, and to others where the small number of interested pupils could never justify the cost of a teacher.

Using a central classroom as a studio - which cost about \$250,000 (£147,000) to equip - the lessons are beamed by microwave or cable to subscribing schools. The system is interactive, with students linked to the teacher by telephone. They can answer questions and make their own contributions, as in a normal class.

The children's response has been enthusiastic. "They're all media buffs, anyhow," said one teacher. "They love to call in." The reaction is more cautious among teachers. Aside from

occasional technical breakdowns, there is unease that jobs may be threatened if the idea spreads. Other advanced subjects, like calculus, are now being taught by television in some areas, and a single Texas firm is able to provide an education service to schools in 22 states.

At the sharp end of the camera, teachers say that the electronic classroom is fun, but exhausting. Each 50-minute period requires about three hours of preparation, and a strong personality is rated as the most important qualification.

According to David Saunders, who runs the system in Virginia, "It also helps if you can doodle, talk, listen, and keep your train of thought at the same time". Understandably, the burn-out rate among television teachers is high. "Two years may be the maximum," says Mr Saunders.

Blueprint challenge to candidates

In a combative open letter to the 1988 presidential candidates, a leading American businessman has challenged them to endorse a six-point "education recovery plan" that would force public schools to compete for students and to meet new standards of accountability.

Mr David Kearns, chairman and chief executive officer of the Xerox Corporation, complained in a Detroit speech last week that although education was supposed to be a major issue in the election, the candidates had produced no more than platitudes and empty promises. "So far, we've learned more about the candidates' personal lives and their college transcripts than we have about their views on education. Business will have to force the agenda, or we'll have to set it ourselves."

Mr Kearns, a member of the New National Board for Professional Teaching Standards, described the US public schools as "a failed monopoly - bureaucratic, rigid, and in unsteady control of a dissatisfied captive market."

"The public schools are the suppliers of our workforce, but they are suppliers with a 50 per cent defect rate. A quarter of our kids drop out, another quarter graduate barely able to read their own diplomas," he said.

"Public education has put this country at a terrible competitive disadvantage. The American workforce is running out of qualified people. Without improvements, American business will have to hire a million workers each year who can't read, write or count."

Mr Kearns's suggested improvements include directing state funds to individuals, rather than schools, so that students and their parents can pick the schools of their choice.

He urges the reorganization of school districts into "year-round magnet systems", with decision-making at lower levels, and the universal enforcement of a core curriculum to college entrance standards. Teachers, he believes, should be graduates in the subjects they will teach, and the Federal Government should triple its education research spending.

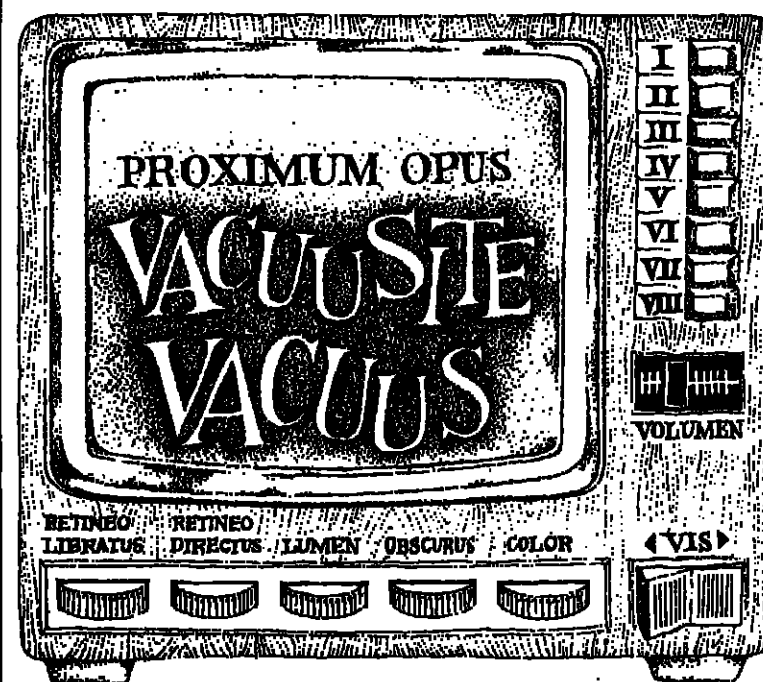
There has been no response so far from the candidates of either party.

Graduates leave on exchange

More than 100 British graduates have gone to Japan for the start of the 1987 Japan Exchange and Teaching Scheme (JETS).

The scheme is backed by Britain, the United States, Australia and New Zealand and sponsored by local and national government in Japan.

The British graduates, who underwent a three-day course in Japanese before leaving, will work mainly for state schools and local boards of education as English teaching assistants.



Los Angeles postpones holiday rota

Los Angeles is having second thoughts about the scheme to put its 618 schools and 592,000 students on a year-round schedule.

Angry at the disruption of their normal holiday plans, parents have been so vociferous in their protests that the board of education has rescinded its decision. Another vote on the issue had been set for next March to allow four months of public hearings to take place.

The original decision to abandon the traditional three-month summer break was taken on a 4-3 vote. It was reversed when one board member, under threat of recall by his constituents, changed his mind.

"I made a mistake. I admit it," said Mr Warren Furutani. "If we're going to change people's lives, then I want to hear the debate."

Only about 400 schools throughout America are currently on a year-round schedule, operating holidays on a shift basis. The vast majority maintain the long summer holiday tradition, which critics claim allows children to forget much of what they have learned. As the second-largest school district in the country, Los Angeles was seen as a pace-setter for change.

Ironically, on the day that the California board backed away, New York State announced an even more ambitious year-round school experiment. Under its plan, selected schools in poor neighbourhoods would open seven days a week, from early morning to evening, as hubs for the community providing tutoring and weekend activities for children who would otherwise miss out. The school year would be longer, and children would start at the age of four.

New offensive shatters reconstruction hopes

SRI LANKA

Sri Lankan schools, particularly those in the north and east, have again been severely disrupted by fighting.

It had been hoped that the Indo-Lanka Peace Accord, signed in July, would end the conflict and enable the schools to get back to work.

But now the northern city of Jaffna has become the focus of battles between the Tamil Tigers and the Indian peace-keeping force, invited to the island by the Sri Lankan Government. The Indians pledged to disarm the militants but after they failed to persuade them to surrender their weapons, they launched an offensive on Jaffna, the Tamil stronghold.

The Ministry of Rehabilitation plans to rebuild Jaffna schools, destroyed in earlier fighting between Tamil and Government forces, have been thrown into disarray.

In the eastern towns of Trincomalee and Batticaloa, several thousand Sinhalese families have fled to refugee camps after the Tamils attacked rival

militant groups and Sinhalese villages. The Education Ministry has announced it will provide facilities for all displaced schoolchildren. But it is being hindered by the two-week-old Indian offensive and the fact that thousands of schoolchildren from Trincomalee and Batticaloa are now scattered over the south of the island.

The State Commissioner of Examinations faces the additional problem of the GCE O level examinations scheduled to begin in December. Even though he plans to provide new venues for the examinations, it is doubtful whether many children will attend.

Apart from the disruption the children have suffered, the November 6 deadline for applications to sit the exams at the new centres is regarded by many as too short notice.

D B Udalgama

The medium that remains a mystery

PAKISTAN

Government policy to make Urdu the language for exams is raising difficult questions. Jane Clucas reports

this year, certain favoured categories of schools were also exempted. In May, the Sind State Education Minister revealed that no federal decision about the issue had yet been taken.

Recently, the ex-federal minister of education conceded that the Government was in fact reconsidering the implementation of the new policy in 1989 because of the students in English medium schools.

Teachers and educationists comment that evidence is lacking of any practical preparations for a drastic language change, such as translating textbooks, writing new teaching materials or retraining teachers.

Arguments for and against replacing the old colonial lingua franca with a vernacular language as the major teaching medium are regularly aired in the press. Though Urdu is the mother tongue of only around 10 per cent of Pakistanis, it is the nearest thing to a national language the country has got. It is closely related to Hindi and is understood over large areas of the northern sub-continent.

The social and economic dimensions to the controversy are considerable.

Sixth-formers lodge conscription plea

A small but significant number of Israeli sixth-formers are refusing to do their compulsory term in the armed forces if it means service in the occupied territories of the West Bank, Gaza and the Golan Heights.

All Israeli school-leavers serve in the army unless they have special exemptions for health, religious or other reasons. Israeli men serve a compulsory period of three years and unmarried women are conscripted for two years.

In two recent letters to the Defence Ministry the 50 sixth-form objectors explained the reasons for their refusal.

Literacy in English is a passport to a good job. Lack of it often rules out an applicant. All public service examinations are in English. At a lower level, Pakistani workers, who are constantly expected to go abroad and send home remittances to support the foreign exchange, need English to do so.

There is one divide between those who have had some sort of education in English and those who have not. There is another, between the products of the inferior schools, who speak a halting, non-idiomatic English, the result of rote-learning from Pakistani teachers who themselves do not speak English well, and the pupils of the elite private and armed services schools, whose English is effectively a first language.

Alumni from these top schools provide Islamabad with its bureaucrats and diplomats, the armed services with their officers, and the professions with their high-fliers. And it is schools such as these, it is widely thought, which will be exempted from the new Urdu ruling.

According to Anita Ghulam Ali, broadcaster, university teacher, and president of the Pakistan College Teachers Association, there is one declared government policy on the issue, and another quite different shadow policy. Despite all its protestations, Ali feels the Government is, by its very inaction, effectively encouraging English-medium schools, thus perpetuating the current elitist system.

Broadly, Ali and her association

agree with the official Government line on Urduization. They believe that the best medium of instruction is the mother tongue. But they see English as a vital tool and want it taught as a compulsory second language from the first years in school, not introduced, as the Government proposes, at secondary level. Early and consistent teaching would ensure that students would be reasonably literate in English by college level. At the moment, most are not.

Indeed, in Anita Ali's experience standards of English have deteriorated over the past 20 years. In the 1960s, as a university teacher of microbiology, she could find her classes in English. Now she has to summarize or translate the standard textbooks.

But most important of all to the PCTA is that the Government should accord the same status to English teaching in schools of all categories. For them, what is really at stake is the equality of opportunity in education for rich and poor, and an end to the current situation.

As to the Urduization of matric in 1989, many expect the Government to announce a moratorium for a couple of years. As long as no one in authority is prepared to grasp the nettle of elitist education through English medium schools, the issue seems set to run and run. But in a country with a literacy rate of 26 per cent, what language you read or write might seem less important to the illiterate individual than actual literacy - in whatever language.

ISRAEL

Shalva Weil on a new group of conscientious objectors.

"We Israeli young people see Israel's role in the occupied territories as a real danger to the future of Israeli democracy and society and a barrier to peace. We were all born after 1967 into a situation which has turned the IDF

from a defence army into an occupying and repressive army. Service in the Israeli Defence Forces is very important to us.

"Therefore we ask you, Mr Defence Minister, to allow us to serve within the Green Line and not to compel us to participate in acts of oppression..."

The letter may be the start of a trend among Israeli schoolchildren faced with imminent army conscription. Meanwhile, Israeli law requires all soldiers to serve wherever they are sent irrespective of matters of conscience. The punishment for disobedience could be imprisonment.

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POPULAR SCHOOLS?

Sick of the parroting

Jenny Myers

I recommend everyone to obtain copies of Mr Baker's consultation documents; I am convinced that they will be of great use to them. They are misconceived and the legislation which the Government intends to enact will totally devastate the state education system.

I am attempting to bring up my children to have enquiring minds and to question what they hear and see, in order to make up their own minds and not be limited to repeating second-hand opinions. Perhaps this is because I now realize how much of my own education consisted of learning so-called facts and developing a facility for repeating them parrot-fashion at appropriate times.

In spite of developments in educational thinking since I left school 20 years ago, it seems that my children will suffer the same fate if the proposed national curriculum and its linked standardized testing is imposed on maintained schools.

My children, with most of their peers and of children in succeeding school generations, will suffer the catastrophic effects - and it is all being done in my name!

The constant theme which runs through all the papers is that these proposals will give parents the choice and power for which they have been clamouring. And yet, when subjected to only a superficial analysis, it is clear that the references to parents are merely "weasel words".

Nowhere does the Secretary of State substantiate his claims that parents want or need the changes he proposes. But even more significantly, nowhere

does he provide for any structures or administrative arrangements by which parents can influence events. The fact that these papers were published in the summer holidays and were not widely circulated is a more realistic yardstick for determining the role for parents which Mr Baker really has in mind.

Parent power is, for the most part, to be limited to membership of governing bodies. The delegation of financial powers to individual schools will shift the responsibility for inadequate funding on to the governors who are amateur, part-time, volunteer and of whom parents will remain a minority.

The only proposal which gives them the appearance of real power is in the "opting-out" paper. A minority of parents of pupils currently at the school will be able to decide to take the school out of the planned educational system provided by the local authority and place it under the direct control of the Secretary of State as a grant maintained school.

Community assets (school buildings, land and resources) will be freely given to the opted-out schools and the effect on the remaining schools in the area is disregarded.

The direct control of grant maintained schools will concentrate power in the hands, not of parents, but of the Secretary of State.

We are supposed to believe, according to the paper on admission procedures, that parents will be able to influence events by choosing "popular" schools. Such schools will be required to admit children up to the limit of physical capacity of the building.

The Department of Education and Science's own estimate is that between 90 and 95 per cent of parents obtain schools of their first choice so, at best, the Secretary of State is proposing, in this respect, to legislate to meet the requirements of a small minority of parents.

It has been said also that a good proportion of the cases where a place at the first-choice school is not obtained is because of failure to meet selection criteria. There is no proposal to change admission criteria for such schools.

For most parents open enrolment will simply mean that their schools will enter a downward spiral of deprivation as fewer pupils mean less teachers and less resources.

One of the prime intentions of the Secretary of State, stated quite clearly in the document but not widely publicized, is that open enrolment should speed up the "rationalization" of schools provision "which has hitherto been 'inhibited and delayed' by local authorities' use of admission limits for which this Government legislated in 1980). This essential tool for the administration and planning of education in fulfilment of the statutory duty of authorities to provide an effective service is dismissed as imposing 'artificial limits'.

I do not accept that fewer schools will increase parental choice, and submit that it will be impossible for local authorities to "improve" their remaining schools with reduced financial resources.

I will not sit idly by and let my children's education be put at risk from these proposals.

Jenny Myers has two children and is part-author of *Free for all education: a response to the DES consultation papers published by Ealing CASE and available from 151 Studland Road, London W7 3QY, price £1.00.*



GRANT MAINTAINED SCHOOLS

Ending monopoly master plans

Roger Peach

The "Parents' Charter" enshrined in Section 76 of The Education Act 1944 briefly promised to make the parent the customer rather than the supplier of the education system.

That died a judicial death in the mid-1960s, however, when the courts decided that my rights as a parent to educate my children in accordance with my wishes surprisingly meant in accordance with the L.E.A.'s wishes as to the size and type of school which would be available to me.

The duty to educate my children remains mine, but the L.E.A.s to provide to enable me to discharge it was nonsensically freed to take its own ideological direction as far away from parents' real wishes as authorities chose to lead. Ironically, however, the court's decision left parents with the curriculum as their only statutory lever to exert force on the maintained system.

As choice and types of variety of schools diminished (the surest sign of the defeat of the consumer) all the characteristics of the monopoly emerged in the triumphant local authorities. Monopoly, of course, moves the need to win approval or to produce evidence to justify change. It was no coincidence that ideological intolerance then began to flourish.

Our children could be corralled into catchment areas or banded into ability groups for distribution among schools. Empty places in schools could be denied to us. Governing boards of schools filled with political appointees became executors of national or county master plans of organization with duties far wider than to their own schools and often actually destructive of them.

Up and down the country the parents and governors of schools ceased to have even the common interest of their school's survival. It was hardly surprising that concepts of discipline and competition were outlawed to be replaced by brave sounding notions of co-operation and free expression despite the unease or hostility of parents.

In short, the system was as responsive as the QUM store in Moscow and was equally firmly supplied and not conserved, shielded from competition and seemed constructed to last a millennium.

Into that bleak educational landscape, the new elected parent governors brought a species of parent power but in reality it was a choice between compromise and confrontation and most settled for a degree of influence far short of a fundamental change.

Certainly I cannot remember any board of governors, let alone any L.E.A., bracing itself against the arrival of a tiny number of the suppliers of their children - although, to be fair, I did see more than one headteacher at the first meetings of the newly constructed governing boards embarrased at the discovery that their views on quite fundamental issues were not

those of the parent governors.

How different was the reception of the first announcement that schools should be able to opt out while it was still but a gleam in Kenneth Baker's eye. The ideas of decades went swiftly overboard long before legislation. Surely the measure of the power of an idea is the distance it runs ahead of the change it shapes.

In my own county of Wiltshire the voice of an opponent summed up the argument. This enterprising head of a successful comprehensive school in Wiltshire declared himself as ideologically and professionally opposed to the principle of opting out, but could a better advocate be found among all the parents of Wiltshire?

A few weeks ago, he was reported as saying: "Opting out will free me from the incredible miswasting under the present system where I have to deal with about 40 Wiltshire County Council officers. It would give me more financial control. I could plan for the long term and not endure the crazy system of dealing with so many officers to get things done. I am not paid to worry about the national system, but to get the best possible education for Wiltshire children so I will probably recommend we will opt out."

The governors were, however, reported to be worried about the responsibility involved in running an opted-out school.

The head added: "I could easily attract pupils from outside the catchment area, if I could but then here as the private school up the road does."

I leave aside a parent's view about the sort of governors who are worried about the responsibility involved in running a school. I do not support the right of parents to opt out on the basis that they will opt out. Indeed, it could be argued that the potential alone may fundamentally change the role of parents without a single school opting out, such is the potency of the bargaining position it has now established for parents.

Of course it has polarized much educational opinion and with total predictability it has diseased virtually all vested educational interests. But to those who say that the climate it has created will now make it difficult or impossible to manage an effective maintained system of education, the answer can be found in the response of its opponent the headteacher of Wiltshire. We may now imagine the responses of its supporters. The Duke of Queensbury when first shown the *Beggar's Opera* by Gay declared: "This is a very odd thing. I proved the former. It is my view that grant maintained schools will also be ranked as equally innovative and equally successful."

Roger Peach is a council member of the Parental Alliance for Choice in Education and chairman of the National Grammar Schools' Association.



Showing the yellow card

Teachers trained to cope with all aspects of children's behaviour often find it difficult to manage misbehaviour in the classroom. So it is hardly surprising if the untrained, unqualified adults we expect to supervise large numbers of children during the lunch break also have some problems.

The headteacher of one large junior school was concerned enough about the problems arising at lunchtime to approach the school's educational psychologist to discuss ways of improving pupil behaviour.

It was agreed that, with the help of an advisory teacher who was a specialist on behavioural matters, a project should be set up:

- To establish a consistent approach among midday assistants (MDAs) when dealing with children;
- To improve the behaviour of children, thus reducing numbers referred to the headteacher;
- To improve the organization of the lunch period.

The advisory teacher and head discussed these aims with the midday staff and the teacher observed the lunch hour over three weeks. The following points emerged:

- MDAs tended to respond only to bad behaviour; well behaved children were rarely praised.
- MDAs spent a large proportion of their time in verbal conflict with wrongdoers. The same pupils would often repeat the offence, involving a different MDA in similar conflict.
- MDAs found insolence, rudeness and being sworn at the most unacceptable aspect of their jobs. They were more tolerant of fighting and dealt with it reasonably.
- Pupils could queue in the dining room for up to 15 minutes for their meal - a good opportunity for misbehaviour.
- Poor communication between midday and teaching staff could lead to misunderstandings about children in classrooms.
- The number of MDAs meant children were not adequately supervised during wet weather.
- MDAs thought some teachers unreasonable in not providing activities for wet weather lunch-times.

Pupils often described MDAs as "naggers" or "unfair" and regarded certain MDAs as "soft". Outside areas were spacious and easier to supervise. A separate playground for ball games meant that older or more energetic pupils could play without impinging upon other children.

□ Movements of pupils in and out of the school building produced the most frequent problems for MDAs who tended to guard entrance doors.

The low status of MDAs in the eyes of the pupils, with the lack of effective sanctions to enforce their authority was identified as the primary problem.

To establish their identity and to avoid the anonymous "dinner-lady" label it was agreed that

Kath Jefferies and Andre Imich describe how one school made pupils respect the authority of its dinner ladies

each MDA would wear a name badge and encourage pupils to address her properly. A range of sanctions for misdemeanours was also worked out. A consensus on "serious" and "minor" offences had to be thrashed out at a meeting with the midday staff; agreement and consistency between staff is more important than how the actual offences are categorized.

The following sanctions were agreed:

- Time out: for minor misdemeanours the pupil is placed in a designated spot for five to 10 minutes without communicating with other children. After the allocated period he is given permission to leave by the MDA who placed him there.
- Yellow card: This is reserved for serious offences. The MDA gives the offender a card which he or she must keep until he obtains her signature for five days good behaviour. When the miscreant has obtained the five necessary signatures he or she presents the completed card to the headteacher who "signs him or her off". The head is informed each day of the pupils given cards. A pupil can be given a card by any MDA, and may carry more than one card at a time.
- Red card: the automatic consequence of receiving three yellow cards. This results in a period of suspension from school during lunch time after the headteacher has sent a letter of explanation home to parents.

A more structured seating system in the dining hall was also suggested. Pupils are no longer free to choose any seat but have to fill each table as directed by the MDA on duty. When all on each table have finished their meal they must raise their hand and obtain the MDA's permission to leave. This will be given if the table and surrounding area are clean.

This system avoids the common problem of messy floors, who is to clear up, and ensuing verbal conflict with children. Permission to leave is simply refused if the area is not clean. The MDA can also award a "team point" to willing volunteers.

These proposals were discussed at a meeting of all those engaged in the project which proved fruitful. MDAs could question the rationale behind the proposals, make further suggestions or point out unforeseen difficulties. The importance

of consistency, the value of praising good behaviour, and the folly of making idle threats or becoming involved in argument were dealt with at length.

The application of sanctions was agreed upon. Offences such as swearing, bullying, fighting, insolence and vandalism were "serious", while cheekiness, shouting, pushing in line and being off-limits were agreed to be "minor" offences - depending on frequency. Following this, MDAs asked for guidance on dealing with particular difficulties and certain pupils known to have problems.

"A superb meeting" was the reaction of the headteacher. "For the first time I feel the midday assistants are part of my staff".

A detailed explanation was given to the whole school by the head the following week. Once in operation, no serious difficulties emerged. Children quickly adapted to the new approach and the first yellow cards (awarded by the headteacher on Day 1) were tearfully received. A brief follow-up meeting with midday staff ironed out any small problems: "It was a pleasure to work here today," one said.

The system was reviewed after four months: neither the headteacher nor midday staff wanted any significant changes. The head has produced a detailed record of agreed practices which serves as a comprehensive job description for new staff. In addition he plans to hold half-termly meetings for lunchtime staff.

The system of sanctions has had the desired effect. Time-out operates surprisingly well for MDAs, who find it an effective warning to pupils. The number of verbal conflicts have been reduced.

From conversations with pupils, it is clear that yellow cards are regarded as an extremely serious matter. Initially, at lunch time with 360 pupils, an average of four cards were given daily, at the time of review there have been several two to three day periods when none has been issued.

Maintaining a positive approach, the headteacher has praised the whole school in morning assemblies for their good behaviour on these occasions. Red cards have been given to only three pupils, and apart from one instance, the headteacher has received co-operation from all parents of children who have received cards.

Both the head and his midday staff are happy with the result of the project. The combination of improved communication achieved through regular meetings and the sanctions available to MDAs, has proved successful. It may be that simply knowing they possess sanctions is enough, for they are sparingly meted out and their use is declining.

Kath Jefferies is an advisory teacher for behaviour and Andre Imich is an educational psychologist in Essex.

Suck or draw?

Why is there no harmonica playing in schools?
Gerald Haigh asks

When you blow, your cheeks puff out, and when you suck they sink in." is how a child described the general effect during one of my occasional ego-trip classroom mouthorgan recitals. *Bona fide* harmonica players, of course, fight a bit shy of the word "suck", preferring "draw" which has the pompous ring of true jargon.

Whatever you call it, though, it is the need to pass air both to and fro through the instrument which makes it both unique in character and difficult to play well - the challenge of producing rapid, *legato* chromatic scale passages, alternating draw and blow with no discernible break, has brought many an amateur to the point of screaming hyper-ventilation.

Then, of course, there is no visual contact with the notes - you just have to get the feel of the thing in the mouth. No mean feat with ten, twelve or eighteen identical holes to choose from.

Nevertheless, while virtuoso playing may call for superhuman qualities, it is still fairly easy to knock out a simple tune - which is why mouth-organs come out whenever rough and ready Tommies and Tars are gathered together in the comradely perils of a forties black and white film. The mouthorgan, too, has always had a place in jazz and popular music.

Given all of this, it has always seemed a bit surprising to me that there has been very little harmonica playing in schools. In all the years I have been going to the National Festival of Music for Youth, for example, I have seen not one harmonica player.

Apparently, though, it was not always thus. Once upon a halcyon time, Hohner's instrument makers, ran courses for teachers, and there were schools with harmonica bands. Two of the most successful were run by John Tyler. "Up to two hundred secondary school children playing."

Christine Shallard, too, looks back on a sort of harmonica golden age. "We believed that every child should play an instrument of some sort. I had massed groups of children - some of them good, some of them playing only two or three notes. In its time it was the forerunner of creative music making."

Both John and Christine are keen and accomplished amateur players themselves. "It's a super little instrument," says Christine Shallard, whose penchant is for Bach with guitar accompaniment. "It has a unique sound." She tutors harmonica at the Dankworth Children's Music Camp, and John Tyler gives recitals locally.

Both teachers have now moved on - Tyler to headship, Christine to a deputy headship - and are less able directly to teach harmonica. Their belief in the educational value of the instrument is still strong, however.

So what does the harmonica offer for school work? The most positive thing, really, is its image. The harmonica sound is everywhere at the moment - in the signature tune to "Last of the Summer Wine", in TV jingles, in the big name rock bands, and once the current infatuation with electronics has run its course, then the attraction of a real instrument that fits the jacket pocket might bring a revival.

There are disadvantages of course. It is not a cheap instrument to buy - a basic harmonica of good quality will cost as much as several decent recorders. And, to make things worse, it does not last forever. The reeds are vulnerable and have a finite life. Nor can you take one to pieces and wash it clean as you can a recorder.

The potential of the instrument, though, was confirmed for me when I met Philip "Chick" Bolton, a Coventry lorry driver who became, in August, the National Blues Champion on the harmonica. Philip is a genial man with a genuine musical gift. Did he do music at school? He smiled. "Some of the lads went for instrumental lessons. I used to think they were prats!"

Now he plays the little diatonic mouthorgan - often called the blues harp - with subtlety and great rhythmic understanding, and has added a new dimension to his life.

Perhaps, though, the fundamental problem of the harmonica is summed up by Philip's experience when he tried to tell the lorry paper that they had, in their own town, a National Harmonica Champion. "I rang them up twice. The second time I could hear them laughing in the background. It upset me a bit."

FEATURES

Write to learn

Susannah Kirkman reports on a scheme that gives teachers a taste of the fear felt by pupils

Punting and butterfly-spotting may seem odd activities for a course on teaching writing, but they were an essential part of this year's Somerset and Wiltshire Write to Learn Project.

The Project's exponents believe that teachers cannot teach children how to write unless they've experienced the frustrations and pleasures of writing and learning at first hand. "We're trying to remind ourselves what it is to be a learner—how hard it is," explained Gill Clarkson, one of the project's co-ordinators, who teaches English at secondary level.

Every year, the project gathers together 20 teachers from a wide range of disciplines and schools for a week-long intensive course or "institute". Group activities give teachers material for their own writing and the chance to try out different writing and learning "strategies" which may help their pupils. Teachers at last summer's institute in the Mendips went pot-holing, climbing and caving. This year, members of the institute held at Oxford were rained out of a butterfly wood and went punting instead.

Starting with a "group brainstorm" in a tea-shop, the teachers eventually co-produced a poem expressing their experience. Mutual support is an important aspect of the project. "Most people feel very uneasy about their own writing. When you share your writing and your difficulties, you discover you're not alone and you become more confident," said Gaynor Fitzgerald, a primary school teacher.

"Burst writing" is another technique used to break down inhibitions: people describe an experience by quickly writing down the first things that come into their heads. Mair Wilson, who teaches in a middle school, found this particularly liberating. "Before, I would have written to please other people, but this time I found I was writing the truth," she said. In future, instead of trying to make pupils find exactly the right word, she will first give them the chance to write freely. "Every teacher should accept children and help them to express themselves by drawing out what's already there," she added.



A taste of their own medicine: teachers on the course keep a journal and compose stories and poems about new experiences

Throughout the week, teachers keep their own journals and write stories and poems, encouraged by the others in the group. Everyone on the course also gives a lesson which they've found successful with children. This not only allows teachers to swap ideas, but also forces them to adopt the pupil's point of view. "Now I know exactly how an overweight child feels when asked to perform in front of the class," Jo Stone, an infant teacher and Project co-ordinator, said ruefully after an energetic dance-drama session.

Gaynor Fitzgerald got the group to simulate fire through body movement. "It was agony—the most difficult thing I've ever done in my life," said Steve Whitworth, a secondary science teacher who admitted that he was normally very reticent and shy. "When we're trying to teach children something new, we always tell them there's nothing to be frightened of, but until you've experienced that fear yourself, you don't know how to help your pupils."

After each lesson, the teachers write down and then discuss their feelings as learners. Not all reactions to the fire dance were negative. Some found that the movement got the imagination working and provided an effective stimulus for writing.

Steve Whitworth's own lesson was an attempt to challenge conceptions of science as difficult, uncaring, machine-centred and threatening: perceptions which he's picked up from his pupils. The acid-alkaline chemical reaction he demonstrated produced a spectacular effervescent display of jewel-like colours. He also asked the teachers to cultivate their powers of observation

by describing a candle. The sense of relief was tangible: science was not as hard as the teachers had imagined.

Steve Whitworth believes that the Write to Learn project has helped him to find links between different areas of the curriculum. He is interested in the creative side of science, and would like to see science department's providing stimulus for English lessons.

The project has also shown him that writing can be the key to success in science. As they work through an experiment, his pupils now jot down any problems they have on their learning pads, so that he can see what they don't understand. Before they leave the classroom, they can drop any queries they have into a comments box on Steve's desk to save them the embarrassment of openly admitting difficulties.

Previously, he had often suspected that, although his pupils were jumping through the right hoops, fundamental understanding was missing as they were unable to transfer their knowledge to different contexts.

"Fear is the greatest barrier to learning, but we can break fear down by expressing it through writing," Steve Whitworth said.

He has written a booklet, *Language in Science*, one of sixteen to be published by the project on different aspects of writing in schools.

The Write to Learn Project is relevant to maths teaching, too, according to Val Howitt, a maths adviser in Wiltshire. "It's important for pupils to express their feelings about maths, especially if they don't understand it," she said. "It's a question of looking at the whole child, not just the

skills you're trying to impart."

The institutes have a dramatic effect on teachers' attitudes. Although they had just finished a gruelling term, many teachers on the Oxford course said they couldn't wait to get back to the classroom to try out some of the new ideas.

"The institutes bring jaundiced teachers to life," said Jo Stone. She says that the first institute she attended, seven years ago, has made a lasting impression on her teaching. "I have become more aware of individual learning difficulties and of the importance of writing as a means of personal expression."

Continued support helps teachers to sustain their initial enthusiasm. Teachers who attended an institute then have the chance to meet together regularly for workshops, and may go on to hold their own two-day institutes for other teachers.

The institute model has been working successfully in Wiltshire for seven years. But it now has an enlarged role as part of the National Writing Project, which is trying to develop effective ways for teachers to disseminate new methods and ideas about writing. Writing project co-ordinators from ten local I.C.s are already interested in the institute scheme, which is based on the Big Area Writing Project in California. From Berkeley, the project has now spread all over the United States.

The Wiltshire version looks as though it may catch on just as rapidly in the UK. Over the next two years, there are plans to introduce the institute method in all 22 I.C.s involved in the National Writing Project.

6/86 and all that

Ken Jones and Ken Reid look at the results of changes in the way in-service education is organized

out support, local authorities which took advantage of the old "pool" find their budgets now strictly limited and in many cases reduced.

Teachers in rural schools may be in a much worse position; the cutting back of secondments means fewer opportunities to attend full-time courses on the one hand, and on the other insufficient resources to develop meaningful school-based in-service programmes.

Many teachers are confused by the new INSET philosophy. They understand that the arrangements are designed to reflect their needs, but many heads and staff development co-ordinators have not yet come to terms with the balancing of time, access to long, full-time courses is now much more difficult to achieve and funding is linked to top-down national priority areas, with local priorities often identified in a similar way.

The importance of evaluation is constantly stressed but rarely tackled effectively. Evaluation is trivialized by administrators giving too much weight to "value for money". Training can be assessed in this way, but not the wider issues of

personal and professional development.

Secondary schools and FE colleges were able to move gradually towards the new INSET arrangements under the aegis of the Manpower Service Commission's TRIST programme. But the primary sector found itself in the position of having to adjust almost overnight, often in small schools with small INSET budgets. Many primary school headteachers are already over-burdened with the extra demands imposed by the new contracts, the devolution of financial control, fluctuating rolls, and the changing composition and power of governing bodies.

The "new INSET" has also had major consequences for the traditional providers who have suddenly found full-time student numbers shrinking alarmingly. The philosophy behind this move from long courses to the short, sharp, skills-oriented school-based or school-focused course has been insufficiently challenged. At present it appears to be one at the expense of the other when, in fact, the two are perfectly compatible.

There have, of course, been some positive outcomes from the new arrangements. INSET is

now demand rather than supply-led. The providers have to be much more conscious of what they offer, how it relates to teachers' needs and how they sell it.

In-service now focuses much more on improving practice rather than transmitting theory and active, participative training methods are becoming more common: the lecture is one method rather than the method. Teachers are beginning to talk about and even negotiate the content and nature of their INSET; co-ordinators have been identified in most schools and ideas from all levels in the service are coming together.

The balance of INSET has undoubtedly swung more towards the teacher in the context of the school. Many feel, however, that the balance has swung too far this way and too quickly.

Teachers are entitled to professional development outside the narrow context of the school in which they currently work and from which they might move in the near future. The new arrangements cater for the induction of new teachers, the refreshment of those who require updating and the conversion of those who need to develop new ideas or skills after taking on new responsibilities. They inadequately support a teacher's need for personal extension and reflection and are likely, therefore, to fall short of truly promoting the professional development of teachers.

As for the speed of change, putting rocket boosters on the cart may be an effective way of getting the horse to move, but at what cost to the horse?

Ken Jones is a senior lecturer and Ken Reid is head of in-service at West Glamorgan Institute of Higher Education. Dr Reid recently completed a study on the in-service needs of primary teachers for the Welsh Office and together they run an in-service consultancy service for schools.

Seeing the wood for the trees

Virginia Makins visits a Walsall comprehensive with clear views on what it should be doing for its inner city pupils

The families who send children to Forest Community School in Walsall, a small inner-city comprehensive, are unlikely to be much affected by the Government initiatives. The school is already creamed by two grammar schools, three Church schools, and other nearby middle-class maintained comprehensives.

Few of the parents would be likely to seek out a new city technology college or magnet school if one opened, let alone impress its selection panels with their or their children's motivation. When the local authority published a plan (since withdrawn) to close Forest, several parents told teachers that if children were sent to schools a bus ride away, they simply would not go.

They were probably right: several children come to Forest every year with a record of truancy from their primary schools. About 30 per cent have identified health problems.

More than 32 per cent of 16 to 24-year-olds in the catchment area are unemployed, compared to less than 20 per cent in Walsall as a whole. Nearly 60 per cent of families have no car; 6 per cent do not have their own lavatory.

In 1986 only 2 per cent of the fifth year came into the school with verbal reasoning (VRQ) scores over 110; a further 14 per cent scored between 101 and 110 at the age of 11. In the same year, 15 per cent of the intake in a neighbouring local Roman Catholic school had 40 per cent in the top bracket.

Faced with these facts, and with a sharply falling roll—numbers have dropped from over 1,000 to 600 in seven years—Mr Geoffrey Willscher, Forest's headteacher for the past 12 years, and its long-serving staff have settled for doing their best for their particular families. Settled is perhaps the wrong word, for many of them show almost missionary enthusiasm for the job.

They decided that the alternative possibility—launching a campaign to attract parents from the fringes of the catchment area—would have constrained them to a curriculum and style of organization that would do nothing to help local children to fulfill their potential, or even to turn up at school.

Besides, the smaller numbers brought several advantages to a school where control seems excellent, but where the teachers say that it is always precarious. Classes of 16 in rooms designed for 30, and less crowded corridors, reduced tensions all round. Teachers and pupils could get to know one another better.

There has apparently been steady improvement in relations with students and parents. Teachers say that both now know that there will always be someone—and, if necessary, someone senior—to listen to them at any time. One teacher, who had moved to another school, rapidly returned when she found that she was "supposed to discipline children, not work things through with them".

Helped by generous resources and staffing (the teacher-pupil ratio is about 10 to 1) the Forest teachers have also done a good academic job. Many children arrive with reading ages of six or seven. A concentrated approach to reading in the lower school results in an average gain of 11 months in first-year pupils' reading ages.

At the other end of the academic scale, the staffing ratios mean that able children do well. The school believes in setting children by ability from the first year.

There has been steady improvement in the school's examination results: the percentage of the year group getting one or more O levels or CSE grade ones rose from 9.4 per cent in 1979 to 32 per cent in both 1986 and 1987.

But in 1986, challenged by falling rolls, the frustrations of the teachers' action, and the demands of GCSE, senior staff decided that piecemeal change was not enough. Something radical was needed.

A GCSE in-service day in June 1986 was used



Forest school: doing its best in a difficult neighbourhood (above) with good resources, cooperative teaching and small classes.



by all the staff to discuss possible change. It emerged that teachers found form periods and assemblies particularly difficult and unproductive.

The crucial decision—though Geoffrey Willscher says they did not realize it at the time—was to follow up the day with weekly timetabled periods when all staff met in cross-curricular working groups to try to find solutions to the problems of the pastoral time.

At first teachers were sceptical about the working parties. They muttered about "paper exercises" and "talking shops", and thought the senior staff had already taken all the decisions. But once some of the head's own proposals had been thrown out, they saw that consultation and participation were for real. The working groups then moved quite rapidly to a consensus.

They realized that it was impossible to do anything about unsatisfactory form periods and assemblies without looking at the whole structure of the school day.

Eventually, they agreed to shorten lessons from 70 to 50 minutes, to lengthen the morning session leaving only two lessons in the afternoon, and to block the timetable so that half year groups did the same set of subjects, at the same time.

That created many more chances for co-operative teaching, better co-ordinated curriculum in the lower school, and a concerted attempt to vary teaching styles and pupils' activities.

New working groups were then set up to tackle other problems. The first round of discussions had given a high priority to social education. This year, new social education courses taking three periods a week have started for all pupils except the sixth form.

They cover a wide range of topics: study skills and help with basic literacy and numeracy; health

and careers education; and they set out to develop qualities like the ability to speak out in a group, argue in a civilized way, and to base arguments on fact rather than prejudice.

Many of the sessions are taught by teams of teachers, who debate with each other and generally try to lead by example rather than exhortation.

Other working parties discussed ways of improving their teaching within subject areas, bringing in more active learning and problem-solving. For

SCHOOL IN THE CITY



An occasional series looking at the particular difficulties faced by inner urban schools and at some of the efforts to overcome them.

Next week: Ballet boys—new steps in the expressive arts

example, history and geography teachers, alarmed by some aspects of the single-subject GCSE exams, met to work out an integrated humanities course. The course will lead to one or two GCSE certificates, based on a modular exam from the Southern examination group.

These activities have fitted neatly with the school's involvement in two important Walsall initiatives. John Samuels, a Forest deputy head, also co-ordinates a project to set up a credit bank of modular courses which all Walsall schools can contribute to and use.

The school is also part of an associated pilot project to develop records of achievement; and

the careful development of assessment methods for the new modular curriculum approaches fits neatly with the project.

The mathematics scheme is based on topics, each of which involves a diagnostic test three-quarters of the way through the work and a final achievement test which builds into a full profile of the pupils' development.

Some of these developments started before the Big Bang in 1986. What is new is the involvement of all teachers in the work. "Now the ideas don't get lost; we don't work in isolation, we're all with each other," said Gill Drinkwater, who co-ordinates special needs in the lower school.

It is difficult to see how a school like Forest would be affected if the Government's proposals went through wholesale. The only part of the proposed national curriculum that would distort its work is the requirement for a foreign language.

At present only 40 per cent of the pupils study French, and senior staff are convinced that—unless superb teachers using oral methods could be found—children whose English is shaky will lose out if French has to replace some of the developing social education programme.

Opting out and increased parental choice would only affect the school if it reduced the resources that Walsall now gives to schools in disadvantaged areas, or if it affected the school's community activities. Any parent in the Forest area who wants to avoid the school already has a wide choice of alternatives.

The main danger is that in Mrs Thatcher's brave new competitive world, the children in schools like Forest will be neglected and forgotten. Good small neighbourhood inner-city schools that, however excellent their work in difficult conditions, will never be able to shine in the assessment league tables, will lose out.

REVIEW

The Age of Empire 1875-1914.
By E J Hobsbawm.
Weidenfeld and Nicolson £15.95. 0 297 792164.

In June 1897 Queen Victoria drove in state through the streets of London. She was celebrating the 60th anniversary of her accession to the throne, cheered by her enthusiastic subjects. No foreign monarchs were present, but some 15 prime ministers from the colonies as well as many striking colonial troops were prominent in the celebrations. It was evident that England was at the centre of an empire which was unmatched in the world. The Queen Empress, surrounded by loyalty and by a unity of purpose, presided over a commercial-financial-naval complex which could hold sway over the four corners of the world all the more easily because each of the corners contained some of her imperial possessions.

Yet, on reflection, the title of Empress was only an invention, and an invention as recent as the 1870s. And less than a month after the jubilee, *The Times* published Kipling's poem *Recessional*, a prophetic reminder of the impermanence of empires and a warning that the self-praise of the gaping crowds was not enough to ensure the strength of a world position. The perceptions of the poet were shared by the anxieties of the commentators. How could the autocracy of colonial rule be equated with the growing democratic electoralism of domestic government? How could the luxury and the enjoyment of colonial power go hand in hand with the determination which was necessary for an empire to survive amid the dangerous competition of its rivals?

This is the subject of Professor Hobsbawm's volume. These are, as he puts it, "the bad dreams which disturbed the sleep of the belle époque", "the nightmares of empire". This is an exposition of the dialectic that the acquisition of power necessarily calls into being those forces which will destroy that power.

He is not only concerned with Britain, although it was the greatest and the most vulnerable of empires. Nor is he only concerned with Europe, although he argues that there has never been a more European century in world history with a higher proportion of Europeans at the end of the century than at the beginning (perhaps one in four as against one in five).

The world is the theme. We learn about the 17 republics and the one empire which in 1880 were to be found in Latin America. We hear about the disturbances in the wheat lands of Kansas and Nebraska. There is mention of the internal crises of the Chinese and Ottoman empires, the effects of western expansion on Persia and Morocco, the ways in which the Japanese learned the lessons of the west and were able to extend their own empire.

Professor Hobsbawm does not confine himself to politics, economics and diplomacy. He writes

On top of the world

Douglas Johnson on the third part of E J Hobsbawm's history of the nineteenth century



French settler on the Ivory Coast, surrounded by his personal bodyguard

about the development of genetics, and points out how both William Bateson and Karl Pearson saw their science in terms of their own ideologies. He explains that although the films that Hollywood was able to produce at enormous speed during this period were artistically negligible, they possessed values which were deemed into American policies. He claims that sociology was the most original product of the social sciences; it represented the most significant attempt to come

to intellectual grips with the transformations which form the subject of this book.

Thus this is a volume which is remarkable by its scope and by its ambition. By its analysis and argument it is masterly. Without appearing to be hurried, permitting himself the frequent luxury of the apt quotation ("The law in its majestic equality gives every man the same right to dine at the Ritz and to sleep under a bridge" is Anatole France's description of bourgeois society), allow-

ing us to absorb the unexpected detail (Congo tin miners went to the gold fields of South Africa earned much money and died even earlier from lung disease, while Cornish mine-owners, at low risk, bought themselves into the new tin-mining Malaya). Professor Hobsbawm leads us deftly through a complex and tumultuous period.

While a narrative history is avoided, it is inevitable that this book has to discuss some of the most well-worn of controversial topics, such as why there was a rush and a scramble for colonies during these years, or why the prosperous and sophisticated societies of western Europe seemed to tear themselves to pieces after 1914. These problems are disentangled skilfully and fairly, indeed so fairly that there are times when the reader secretly hopes that the next page will show some touch of prejudice or bias.

Fortunately, there are moments when one can disagree. Imperialism, we are told, was "a novel term devised to describe a novel phenomenon". Thus it is argued that around the 1880s, or about the time of the Congress of Berlin, something had changed in the world. But is this the case? It is considered the position of France in North Africa (and it is not astonishing that there should be the one stray reference to Algeria in this book), the role of the missionaries assessed comradely. Ever since Livingstone, much of the theology had been knocked out of missionary activity. It was realized that in order to make people Christian, it was necessary to change their way of life. What considering the origins of the first world war part of the inner logic of this book to emphasize the global aspirations which led to conflict. Yet Vienna, Paris and London there were men whose thoughts were blinkered, whose ambitions were limited and whose preoccupations were the minutiae of the lengthy preparations, the military and diplomatic, that preceded 1914.

From the number of back references it is clear that the author wants us to remember that this is the third volume in a series which has dealt with the three ages, Revolution, Capitalism, and Empire. He is quite right, since the three volumes represent a considerable achievement which every student and teacher will appreciate and which the intellectually curious of all professions will find stimulating. They present a structured examination of history, which is a great advantage on the economic interpretations of earlier days.

At times though, there is a slight overemphasis on the commercial. We are told that Sir Thomas Beecham, heir to the fortune of Beecham's Pills, chose to spend his time as a professional conductor of the music of Debussy, son of the woolen trade, and of Mozart who had no such advantages. No such advantage? Rather the greater advantage of being born into the sort of musical family and society which could assist him to become the prodigy he was.

Douglas Johnson is professor of French history at University College, London.

Fabian favourite

Nicholas Tucker reviews a new biography of Edith Nesbit



Edith Nesbit aged 45

the penniless Hubert Bland, just before the birth of their son. Two more children followed, supported by meagre earnings from hack literary work. Gradually things eased, and the Blands - by now early Socialists - started mixing with other well-known radicals. Her first major children's book, *The Story of the Treasure Seekers*, was published when she was 41. It was very successful, as were all her other writings for children over the next 20 years.

During this time her life was, in its own way, as eventful as any of the adventures her child characters got up to. There was an affair with Bernard Shaw and various others. Bland himself fathered two children on a lady companion who shared their own. Edith accepting the children as her own. Houses were leased, each bigger than the last in order to contain the crowds of weekend visitors attracted by boating trips during the day and lavish dinners invariably

followed by party games. Within the family, furious quarrels ebbed and flowed, personalized worn and enthusiasms followed sometimes to the exclusion of everything else.

No biographer could be expected to explain for sure how so restless a spirit became such an effective writer for children, but Julia Briggs makes some interesting suggestions. For one thing, Edith always remained young herself. This is often said of any children's author, but Edith carried her childishness to extremes. Always wishing to be the centre of attention, she soon developed a wide circle of admirers attracted by her charm, beauty and sense of fun. Her resulting *jolie de vivre* then spilled over into the printed page, where she successfully recreated children's fierce pleasure both in the everyday things going on around them and in the exciting dreams of magic with which they might entertain themselves

in their fantasy lives. Some of her child characters were based on herself when young, others drew on her children, though in the case of the Bland family re-christened with the names of Edith's past lovers.

Living with a child-adult has its problems, however, and while visitors young or old were usually entranced by this affectionate and amusing lady, her own offspring fared less happily. Eclipsed by a mother of such scene-stealing talents, her eldest son was a depressed character who as an adult eventually killed himself. Another son died at 15, choking on his own vomit after having his adenoids removed under anaesthetic; no-one had remembered to warn him that he had to eat the previous evening. Edith herself finally succumbed to illness and despair in later life, worn out by over-work, chain-smoking and resentment of an old age that threatened to put her into a back seat.

But it would be wrong to let her final and needless over-shadow such an exuberant and previous existence. If Julia Briggs's intelligent and painstaking biography has one minor fault, it is her occasionally condescending tone towards someone who, however impulsive and over-dramatizing, could also manage to put on a good face for a thousand poor children in Deptford, and to write a succession of marvellously stimulating stories at the same time. As a bunch, children's writers from the past have often been ultra-respectable lot; Edith Nesbit is the obvious exception. How nice it would have been to know her, albeit at a safe distance.

Nicholas Tucker is a lecturer in developmental psychology at the University of Sussex.

A Woman of Passion: the Life of E Nesbit. By Julia Briggs.

Hutchinson £16.95. 0 09 168210 X
Long Ago When I was Young. By E Nesbit, illustrated by Edward Ardizzone and George Buchanan.
Beehive Books £6.95. 356 132 749.

Edith Nesbit is perhaps Britain's most outstanding popular children's novelist. While H R Millar's typically Edwardian illustrations to her best stories are now sometimes re-drafted, with former knickerbockers and Eton collars giving way to contemporary fashions, her child characters' quicksilver dialogue and their creator's button-holing interpolations remain as fresh as ever. Given the influence she had on generations of young readers, it is a pity that this must always be, her life story has great potential interest.

By drawing on material not thought suitable for inclusion in a first biography published in 1933, Julia Briggs has now written, as full and understanding an account of Edith as we are ever likely to get. Born the youngest child of a doting but often distracted mother, Edith lost her father at the age of four. With an older sister in gradual decline, she was intermittently petted and then abandoned out of the way, while her father travelled around Europe in search of a better climate for his invalid.

Such uncertainty led to a combustible mixture of defiance and depression in the young Edith; something well caught in her own short autobiography *Long Ago When I was Young*, recently republished along with superb illustrations by Edward Ardizzone. At the age of 21 she married

BOOKS

Unacceptable addictions

Celia Goodhart discusses drugs and how to come off them



Heavily-armed cocaine traffickers on a coca plantation in Peru. From *Crack and Cocaine* by David Brown (Franklin Watts, £5.25), a book for children that takes an uncompromising look at the abuse of these drugs

We all need a pep up from time to time and most of us give ourselves two or three daily. Tea, coffee and are of course regarded as perfectly acceptable. They are stimulants and can be addictive. They are not, admittedly, mind altering, nor do they do much damage to the body. Nicotine is the most addictive substance of all and is not mind altering - but does untold harm to the body and to the health of the nation. Its use is still accepted - especially by the young - and even the most rabid anti-smokers or members of ASH do not regard its misuse as criminal.

Alcohol is all of the things described above but its normal use carries no stigma of criminality - quite the reverse. Abuse or misuse does now carry a criminal stigma because so much crime is committed under the influence - murder, rape, child abuse, all sorts of violence and death on the roads, hooliganism, riot and affray. Most Western societies do far too little to contain or curb alcoholism - even among those under age. It is encouraging that the Government here is now considering random breath testing for drivers, a reform long overdue. It is ridiculous that at present random tests on the vehicle are permitted but not on its driver. Perhaps the influence of the books under review has already begun to concentrate attention on points they universally make. Memories of prohibition seem to undermine proposed strategies - along with disdain for Muslim bans on consumption.

Drugs! The word brings fear and phobia to many minds. How many people immediately consider prohibition the only solution - and shut their ears to any questioning of its effect in curbing or preventing use? All eight of the books are agreed on some things. Licit drugs like coffee, alcohol, tranquillizers and nicotine are in many respects just as damaging as illicit drugs. Our attitude to drugs is hysterical, illogical and irrational - and rarely based on fact, let alone proven research. Neither GPs nor politicians are properly equipped to tackle micro or macro decisions in this field and they lack the will to do so. So the response of society is inadequate and under-funded, failing to recognize priorities or imperatives like health, education and research. Press coverage is often the relaying of myth, manipulation and hysteria. Heroin, widely held to be the main culprit, is in some respects the wrongly so regarded; its use is far less widespread than that of amphetamines. It is not as addictive or damaging as cocaine, let alone the "crack" whose explosion here in Britain is so imminently anticipated and rightly dreaded. Of course it is the trafficking in heroin - and other illicit drugs - which sets alarm bells ringing in our minds. Again, the books agree that we cannot quite make heroin use legal, but the question is now posed. They also agree that coming off drugs and addictions is easy - keeping off is what is difficult.

Ben Whitaker's *Global Connection* (Cape £16, 0 224 022 245) is the most comprehensive, fascinating and alarming of all, and certainly should be read. As the name suggests, it is a worldwide

study. Illegal drugs have become the world's second largest industry. First, Whitaker traces the development and breadth of drug use through the centuries. He then concentrates on 20th-century responses by governments throughout the world, which vary in every respect except in failing to contain the problem. His analysis of all the substances we eat, drink, smoke, sniff, inhale or inject is particularly refreshing for its balanced refusal to submit to current prejudices. He makes the interesting point that prejudices about medical use of opiates leave many people to die in agony without adequate painkilling drugs.

He poses all the questions that are beyond the pale and those on the verge. Should cannabis be legalized? Why not legalize heroin and let people kill themselves? Why are we in the 20th century more afraid of drugs than people were in the 18th and 19th? Why do more women use and abuse, and why are they often harder to treat? His sympathetic understanding makes his balanced approach all the more important. His section on "What is to be done?" outlines effectively the large number of different responses possible. He points forcibly to the need for society as a whole to undertake dealing with the problem instead of leaving it to GPs and politicians. There are thought to be few votes in drug policies, especially since most addicted children of high-profile parents find treatment privately. We have to face up to the imperative need for public expenditure and education. The chapters on international trafficking are

truly astounding. Global vice is far more organized than multinational government co-operation. Whitaker makes it depressingly clear that the main strategies for severing the global connection have failed. First, supplies will continue with various drugs grown or synthesized all over the place despite eradication efforts. Second, the points of entry remain sadly vulnerable whatever the increasing priority laid on customs control. Third, the demand shows no sign of decreasing; far from it, drugs are ever cheaper and more accessible. The crisis is relevant to all of us, the individual and the community, at local, national and international levels.

Martin Plant's *Drugs in Perspective* (Hodder £5.95, 0 340 40149 4) is a revised and updated version of his immensely important and influential 1981 volume. When I first read it in 1984 I was deeply impressed to find, at last, a readable book widely to be recommended for its scholarly, sensible and clear exposition of a subject that brings fear to so many minds. He deserves enormous credit for his work over the years in influencing government, medical and caring experts and users and families.

If you need advice at a really practical level read *Coming Off Drugs* by the Ditzlers (Macmillan £5.95, 0 333 418 557), who claim to have a 70 per cent success rate at their Surrey "Farm Place" centre. The book offers hope by painting pictures of *louches* youths now respectable in matrimony or merchant banking. It has exhaustive information

about agencies, self-help groups and further literature. Its real value lies in the chapter "How to Stop" which almost invariably says "just stop" and preaches the idea that stopping is simple. The questions and questionnaires in *How to Get Off Drugs*, edited by Ira Mothner and Alan Weitz (Penguin £3.95, 0 14 0077 170) are invaluable to the reader. They are addressed directly to the users and their families, designed to help them decide whether and how much help they need. Written by the editor of *Rolling Stone*, a youth magazine, this is a very useful manual. Roy Robertson's book on *Heroin, Aids and Society* (Hodder £4.95, 0 340 39708 X) is clearly important because it is the only one that directly addresses the related subject of Aids. He, like the other authors, stresses that many heroin users "mature out of use" (so long as their misuse has not killed them). But, inevitably, if they have become infected, most of us who read newspapers know that. What is so tragic is that many of the users themselves may still remain ignorant of this basic danger.

Mark Kohn's book *Narcomania* (Faber £3.95, 0 571 14306 X) is about what he calls "the heroin panic" and is a useful exercise in demystifying the topic and making it less emotional. He too has historical chapters, considers the Orient, looks at some famous recent cases and emphasizes the role of the press. He suggests that the Government was wrong to focus so much attention and money on heroin at the

expense of alcohol and tobacco - hundreds of thousands die from each of these each year and under 300 from using illicit drugs. A charming chapter introduces us to Jones Hawway - the first Englishman to carry an umbrella through the streets of London - who wrote *An Essay on Tea*, an endearing classic, a prototype of drug panic. We are then taken through the developments in Britain of gin drinking: Mothers Milk ("the fastest route out of Manchester" I recall being taught when at Oxford). We are reminded of Coleridge's use of opium ("In Xanadu did Kubla Khan..."; Keats, Byron, Shelley and Charles Dickens resorted to laudanum, and Wilkie Collins and Elizabeth Barrett Browning depended on it. William Wilberforce and Gladstone laced their coffee with laudanum before addressing the Commons. There was certainly less panic in that era!

One of the most interesting of these books is Joyce Watson's *Solvent Abuse* (Croom Helm £8.95, 0 7099 3684 2) because she has undertaken systematic research on glue sniffing. Once again part of her contribution is to reduce panic. Solvent abuse is not as widespread as press rumour would have us believe. Seventy per cent of Strathclyde sniffers, we learn, were living at home with both parents, and nearly 60 per cent had no previous record of delinquency or crime. Many were intelligent with achievements in their record. However, habitual abuse of solvents made apathy and lack of motivation take over. She confirms that peer group pressure is the main factor in attracting the young (mostly males) to sniff, some to experiment, others to socialize and only 10 per cent to keep at it.

The latter, of course, and their families (whose misery is graphically described) need complex therapy. Strathclyde's response provides a variety of community strategies and seems to be leading the way in Britain. Children can be referred to the Reporter and residential or supervised work can follow as an assessment and treatment. The driving of cars under the influence of solvents is a breach of the peace and therefore criminal, as is reckless supplying. An interesting section shows how manufacturers have reacted in reducing the dangers of ingredients in their products. Above all, this book shows that we need more such with similar precision and research.

Also on glue sniffing Denis O'Connor gives some graphic accounts of case and family problems in *Glue Sniffing and Solvent Abuse* (£6.55 869 801 008). This book was published by the Boys' and Girls' Welfare Society and must be a useful manual for them. O'Connor is an international authority and set up the first solvent abuse clinic in Western Europe. He raises an interesting point. Apparently tattooing (and self-mutilation) is associated with habitual glue sniffing in young people, whereas in adults these habits are associated with alcohol. Why? Is it something to do with the torment children go through, or the need for a tough guy image?

Celia Goodhart is a member of the SDP National Committee and chaired a sub-committee on drugs

An old map with new directions

Further Education Today - a critical review. By Leonard Cantor and Iolo Roberts.
Routledge and Kegan Paul £7.95. 0 7102 1040X.

Those few academics who seek to chronicle the changing face of further education need to be as persistent as desert map-makers. The sands shift so quickly that maps seem hardly worth producing. It is a tribute to Cantor and Roberts' tenacity that they keep going. Academically speaking, the travellers are few, and good guides are, even fewer.

Leonard Cantor and Iolo Roberts produced their first standard text - *Further Education in England and Wales* - in 1969. It ran to a second edition in 1972, and since then they have devoted themselves to the lifetime task of producing updated "critical reviews". *Further Education Today* - a critical review is the third edition (1986).

It advertises itself as a "fully revised and updated" but it is actually nothing of the kind. It is the old map with a new overlay, tracing the new tracks, the dead-ends, and the diversions. The first nine chapters of the second edition (1983), remain unchanged, and a

tenth has been added on developments in further education post-1983, with a final critical discussion of the future of FE as the authors see it (presumably up to the point where they produce the fourth edition).

The effect of adopting this approach is to produce a picture which is potentially very confusing to the uninformed reader. While the main text is detailed and accurate up to 1983, it contains statements which are no longer true, and which are superseded by the commentary in the final chapter. For instance, chapter 13, on art and design, talks about DATEC courses as a relatively new initiative. It is only by reading this chapter in conjunction with chapter nine that the careful reader discovers that DATEC has now become the BTSC Board for Design. The index sometimes helps the reader to make these connections (but not in the case of this example, since DATEC is not listed, despite several mentions in the text). On the whole, the reader needs binocular vision, and should not take statements in the first

nine chapters for granted, without checking the end of the book for contradictions.

But such is the condition of further education today. What held for yesterday is not true today, and will have changed again tomorrow, probably as the result of yet another initiative by the MSC. Cantor and Roberts take us with a practised hand through non-advanced further education, charting the development of CPVE and describing frankly the political difficulties surrounding its maturation. They trace the pedigree of YTS back through UVP and YOP, but even in the updating chapter we are unable to do more than speculate about the nature of the two year scheme.

The book carefully documents the rise in influence of the Manpower Services Commission over the work of FE colleges, and the pressures on the colleges to be accountable in all directions at once - to MSC, the I.E.A.s, to the Audit Commission and to industry. It discusses the growth in co-operation with schools, over TVET and other

pre-vocational work, and traces the development of tertiary colleges and changes in the validating bodies, although nothing on NCVE.

At the other end of the scale, there are clear accounts of the operation of NAB in advanced FE, of the changes which have occurred in polytechnic course provision as the partnership with CNA has developed, and of the changes in the provision of teacher education. There are hints and speculation about the operation of polytechnics outside I.E.A.s control, but nothing, of course, about the 1987 White Paper. There are useful chapters about staff development in FE and an account of some of the bodies conducting research into further education.

The scanty research base is significant. Further education has not been a field for prolonged academic study, and one can see why. Clients and circumstances change with such rapidity that there is no time to consolidate a research base. The most fruitful field for research is the nature of policy

making and far too few policy makers really understand the FE sector. The serious researcher (and probably the policy maker too) even has difficulty in finding out what FE is. Research libraries define it in different ways, and confuse further with higher education. Library descriptions have been unable to keep up with the rapid developments, so material is hard to find.

Cantor and Roberts designate FE as an important element in the country's educational and economic well-being. It is an under-researched, insufficiently-understood part of the education system, of which many policy makers have no direct experience. Cantor and Roberts' work is the best account we have of the shifting sands. The time may have come when they need to devote all their time to drawing and re-drawing the maps. A review of the second edition suggested that an annual re-write was now necessary: if the FEU (a curriculum review body, after all) does not find this possible, Cantor and Roberts may have to oblige us. But next time they should produce a completely re-written edition. Their file of changes during the last year must be filling fast.

Beryl Pringle is principal of Abingdon College of FE.

BOOKS

Mysterious monuments



Macchu Picchu millimetre perfect stonework

Etched on the barren ground of the Nazca plain in southern Peru are a bizarre series of lines that have baffled archaeologists for decades. On the desert floor, they look like simple furrows. But from the air, the lines are transformed into an assembly of weird spiral-tailed monkeys, long-necked birds, giant spiders, lizards, dogs, whales and a host of other animals, while all around a sea of giant geometric shapes stretch for miles like prehistoric motorways over the desert floor.

It is a stunning spectacle. Yet the Nazca people, whose civilization flourished more than a thousand years ago—could never have witnessed their own prodigious handiwork. Working blind, they carved out an astonishing and unique work of art and, in the process, created one of archaeology's most baffling legacies.

The publication of *The Mystery of the Nazca Lines*, by Tony Morrison (Nonesuch Expeditions, £14.95)—an illustrated account of the lines and their prime investigator, the remarkable German archaeologist Marie Reiche—is therefore particularly welcome in attempting to bring greater public awareness to these ancient wonders. Morrison, a travel writer and geographer, has visited Nazca for the past 25 years and his book is a vivid, accessible, though rather superficial, account of the lines' discovery and investigation.

The author, thank goodness, attempts no snap theories to explain the lines' existence—"the case remains unsolved", he states—and commendably is at pains to debunk particularly silly, irresponsible ideas, such as the Von Däniken claim that Nazca was once an ancient spaceport. Nevertheless, Morrison is curiously ambivalent about other less extreme, but still quirky, proposals—including one that ancient Nazcas could fly hot air balloons in which they supervised their desert carvings. In the end, the book tries to move in too many directions—from hard science to crankiness—to be completely satisfying.

The Nazca lines are certainly not alone among prehistoric wonders. Britain's megalithic colossus, Stonehenge, is every bit as remarkable and has received far greater attention. However, in the past, writers have concentrated on the monolith itself, while its mysterious, early British creators have been ignored. New research is now changing this picture—as Aubrey Burl outlines, with authority, in *The Stonehenge People* (J.M. Dent, £16.00). This story is especially important, for it was over the 2,500-year-old construction of Stonehenge that early men and women moved from their primitive communal societies—of shared households, land and burial grounds—to hierarchical, feudalistic, lifestyles. It was an apparent transformation from idealized socialism to

thrusting meritocracy. The giant stone pillars of Stonehenge may therefore be telling us something extremely important about human society. On a broader scale, *The Atlas of Mysterious Places* (Weidenfeld, £16.95) tries to place all the world's great primitive wonders, including Nazca and Stonehenge, into perspective. The book—edited by Jennifer Westwood—is superbly illustrated and contains lavishly detailed and worked-out editorial matter. It is confused, however. The text on Macchu Picchu, the marvellously preserved Inca citadel discovered by Hiram Bingham in 1911, provides a good example. Rightly, the book dismisses the idea that Macchu Picchu's colossal millimetre-perfect stonework was created by laser-wielding extra-terrestrials. Such a theory is an example of an arrogant 20th-century thinking which assumes our world to be the pinnacle of human achievement and complex engineering to be impossible for early peoples, states the book. Yet in the next sentence, the *Atlas* seriously entertains the notion that instead, Inca shamans priests used "occult forces" to raise and shape Macchu Picchu from untamed rock. Such drivel should not appear in any worthwhile archaeological book.

Robin McKie

Robin McKie writes on science for the Observer.

Guiding future philosophers

What is Philosophy? By Trevor Pateman. Edward Arnold £3.50. 0 7131 6509 X.

In *What is Philosophy?*, Trevor Pateman sets himself the admirable goal of describing what a degree course in philosophy actually involves. The book is intended to assist any would-be undergraduate student of philosophy, most of whom will not have encountered it as a taught subject before entering university. Any qualms that the reader may have about the author's suitability for the job of explaining the quirks of a typical philosophy department can be laid to rest on sight of the book. With breathtaking savoir-faire, Pateman has managed to address the awesome ramifications of the subject before him in only 69 pages of text, including the appendix! All past and present students of philosophy will, I am sure, salute this as a real and noteworthy achievement.

What, then, is philosophy? Whether or not Pateman achieves a satisfactory answer will, in the eyes of a typical philosophy department, be considered less relevant than the skill with which he argues his case. No doubt this will not be so far as the diligent A level reader is concerned. He or she will be glad to know that the book is divided into three useful sections, entitled,

slightly abstrusely, "What Philosophy is not", "What Philosophy is" and "The uses of Philosophy".

The first section is, intriguingly, devoted to winnowing out anyone holding unrealistic expectations of a philosophy course. (Anyone, for example, who is particularly interested in studying women's thought through the ages, is warned away.) The second section is the weightiest, describing as it does each branch of western philosophy that a student is likely to encounter on a typical British university degree course. We are here introduced to metaphysics, epistemology, the philosophies of science, language, and mind, ethics, political philosophy, aesthetics, logic and modern continental philosophy.

The tour is not quite as whirlwind as might be expected, as Pateman pauses frequently to indulge in those aspects and philosophies which interest him most. None the less, he manages to convey a pretty accurate flavour of what is on offer, while putting his reader on nodding terms with the major philosophers to be found on standard courses. The final section, on the uses of philosophy, might depress anyone anticipating a career in something other than computer-related work, but is, notwithstanding, a useful pointer to the years ahead.

This book will undoubtedly be wel-

comed by anyone hoping to get an inkling of what philosophy is all about before he or she arrives at university. However, if the book can be faulted, it will be due to the second section. It is rather more of a digest of famous philosophers' standpoints regarding different branches of philosophy, than an explanation of the significance of each of those branches. Furthermore, the author's language may occasionally be a little too weighty for an average 18-year-old.

Admittedly, it is well-nigh impossible to describe any branch of philosophy without recourse to convoluted terminology, but Pateman's linguistic profundity could deter anyone other than an academically confident and committed student. I am afraid that a teenage reader, who is almost certainly very ignorant of the subject—but perhaps I am underestimating the ability and enthusiasm of our future philosophers. It is only fair to acknowledge that if a school-leaver cannot cope with *What is Philosophy?*, then he or she is extremely unlikely to survive a degree course in the subject.

Nicky Parker

Nicky Parker works on the Directory of Social Change.

Mining élite

The Pitmen of the Northern Coalfields: Work, Culture and Protest, 1790-1850, By Robert Colls. Manchester University Press £25.00. 0 7190 2202 9.

In the emergent mass of the English working class, the men (and women) of the North East's booming coalfields stand out as one distinctive element. Robert Colls brings both an insider's understanding and elaborate scholarship to a descriptive dissection of their transformation from self-conscious élite to suspiciously proletarian labour force.

Far-reaching changes in employment patterns were matched by the fundamental transformation of the communities wrought by Methodism. This is rich and fascinating in the evolution of life and attitudes, but less so when, in its third section, it suffers from a confused determination to seek an evolving political awareness, sometimes in spite of the evidence.

Tom Corbridge

Gerard Benson

lingo

Coaching

When Kenneth Baker, in reply to a question in a television interview, said that the proposed standardized tests for seven-year-old children would not be setting up some children for "failure at seven", but would merely identify those children as needing extra coaching, my ears went up. Coaching. True, he immediately amended the word, "I mean teaching..." but the word was out—and the concept.

I wondered whether Mr Baker himself had had a coach at some stage during his education. The OED defines it as: "A private tutor who prepares a candidate for an examination." The suggestion of a private tutor, at least of the provision of massive extra resources is inescapable.

N J Mackintosh

N J Mackintosh is professor of experimental psychology at the University of Cambridge.

The limits of 'machine minds'

The Society of Mind. By Marvin Minsky. Heinemann £15.95. 0 434 46758 8.

How does the mind work? The traditional philosopher's way of answering this question is to sit down alone and think about it. Psychologists try to answer it by talking to other people or, more likely these days, doing experiments on them. The science of artificial intelligence believes that we should build machines with minds. Marvin Minsky, from the Massachusetts Institute of Technology, is a leading exponent of this new science, and *The Society of Mind* is a distillation of much of his life's work—but definitely not in the form of a ponderous, learned treatise.

The title summarizes his main thesis, that the mind is a vast collection of rather simple component parts or operations, working together in various combinations to perform much more complicated tasks. The format of the book, a series of vignettes never more than a page long, is designed to illustrate this thesis by enumerating and commenting on the component operations, leaving both the organization and the general argument to take care of themselves, or at least to emerge from this seemingly random set of particulars. In the words of one enthusiastic reviewer, quoted on the dustjacket, the book "is a stunning collage of staccato images, filled to the brim with witty insights and telling aphorisms".

Whether you find this instructive is, I suspect, a matter of taste. For my taste, there is much good sense and many important ideas to be found here, but the striving after wit and paradox obscures the message. Which is, perhaps, a paradoxical complaint, for Minsky has a rare ability to bring home to the reader some of the central paradoxes of artificial intelligence.

For example, it is a relatively simple matter to program computers to do many things which we commonly regard as calling for the highest intelligence, such as playing chess, solving mathematical problems, or answering some of the puzzles dear to the heart of IQ testers. But it is incomparably harder to devise programs for tasks which seem at first glance to be much simpler. In the case of chess for example, to identify the pieces of an unfamiliar chess set, recognize that "black" and "white" do not necessarily

mean black and white, or to go for a stroll between moves, return and pick up a particular piece and move it to a new location.

As Minsky notes, the fact of the matter is that everyday knowledge and skills, or common sense, are vastly more intricate than technical expertise. "Expert" programs for solving problems in logic or calculus embody no more than a few hundred facts, most of them rather similar to one another. "In contrast, think of all the different kinds of things a child must know merely to build a house of blocks... knowledge of shapes and colours, space and time, support and balance, and an ability to keep track of what one is doing." It is a salutary reminder for the experienced teacher that the child who seems so slow to learn simple arithmetic has already mastered a whole range of skills, tying shoelaces, recognizing familiar faces, or speaking idiomatic English, that are in some ways notably more complex.

The paradox creates another. If it is difficult to get the uninitiated to see what the problem is, it will be even harder to persuade them that one has achieved any great scientific insight by producing a program for building a tower from children's bricks. The products of research in artificial intelligence often seem both cumbersome and banal, merely explaining in laborious detail what we already took for granted.

Still, it may be better to be regarded as a bore than as a threat, and many people feel threatened by artificial intelligence's suggestion that we are merely machines. As Minsky comments, it all depends on what sort of machine you have in mind. Rather than being taken fright at the idea that we are being likened to a piece of clockwork, we should rather be impressed at the astonishing complexity of even our simplest activities, like riding a bicycle. There is no real threat to the suggestion that the co-ordinated movement of arms, trunk and legs involved in this skill could be simulated by a machine. How much more remarkable must be the machine that could perform a fraction of our daily activities.

Play time

Cygnus Books Junior Plays. *Cromarty King of the Waves*, *A Bucket of Tears*, *The Promise of Peace*, *The Naughtiest Boy in the World*. By Roger Porkess. Cygnus Books £1.60 per copy or £1.25 + P&P for direct trade orders. *Playstage Six Primary School Plays*. By Andrew Davies, Steve Eales, David Wood, Dave & Toni Arthur. Methuen £2.50. 0 416 60842 9.

These two sets of plays aimed at the upper primary age group demonstrate quite different approaches. The *Cygnus* plays imply that they are intended for a particular style of performance, with curtains opening, lights fading and so on. It will need a well-resourced school to give children satisfaction at this level, though, for the plays are technically complex—characters are frequently animals, fish, mermaids, working on multiple sets. They could be read in class, but there are few specific opportunities to break the action and explore a learning area.

I was struck by the feeling that they could have been written 20 or 30 years ago. This is not to say that they do not have some good ideas: *The Promise of Peace*, for instance, involves a truce between farmer and animal, a theme that could have been developed further. Unfortunately, although these plays do not attempt to be realistic, they aren't really satisfying as fantasy either, and end up falling uneasily between the two.

In doing so, they parade a bewildering gallery of dated stereotypes: girls play with dolls, and naughty boys pull their hair. Doctors give nasty-looking medicine and big injections as punishment. Just about every other page of *The Naughtiest Boy in the World* suggests that someone "needs a good thrashing." I would have liked to see the material challenge these ideas, rather than leave it all to the teacher.

Playstage takes a different approach. These plays are designed to be read or acted in class, with performance as a further option. Some are better examples of this brief than others: *Robin Hood and Friar Tuck* and *Marian and the Witches' Charm*, for instance, are more prescriptive and performance-oriented than the other plays in the book.

However, compared with the *Cygnus* plays, there is more emphasis here on using these plays to contrive opportunities for learning. They all offer suggestions for follow-up work, and for the children's own creative development. One play, *Half the Cat Dealer*, even invites children's suggestions during the course of the play, incorporating their own choices of how the play should develop. A bright satire called *The Thing* provokes discussion of school life and I liked the way the class in *Don't Bother the Animals* was clearly culturally diverse, the light humour of the play serving as a vehicle for large amounts of information.

David Sheppard

Let's Share A Story. Introduced by Jennie Ingham. Blackie £6.95. 0 216 92876 0.

Night-Night. By Morris Lurie. Illustrated by Alison Lester. Oxford University Press £6.95. 0 19 554739 X.

Fairy Stories for Bedtime. Illustrated by Jane Laumburgh. Century Hutchinson £4.99. 0 09 173472 X.

Story-telling is now recognized as an important part of education as well as an enjoyable experience, and story-telling sessions in schools, libraries, bookshops and book events for children take place regularly. As Jennie Ingham points out in her thoughtful introduction to *Let's Share A Story*, the recent revival of folk-tale and story-telling has been encouraged by the many ethnic minority groups who have enriched our culture by sharing with us their own story-telling traditions.

The more collections available, the better, and it is good to see so many anthologies being published which include well-known tales from



"Fur Traders Descending the Missouri", by George Caleb Bingham, illustrates the song "Shenandoah" in *A Treasury of Children's Songs* (Gollancz £19.95)

Melody makers

Zinn Zinn. Selected and arranged by Douglas Coombes. Oxford University Press £6.50. 0 19 330223 3.

Trig Trog. Selected and arranged by Douglas Coombes. Oxford University Press £6.50. 0 19 330222 5.

Songs From Play School. A & C Black £4.95. 0 7136 5605 0. *Penny Whistles*. By Mike Moran. Blackie £7.95. 0 216 92023 X. *Up, Up and Away*. By Derek Pearson. Oxford University Press £6.95. 0 19 330607 7. *Jumping Jack*. By Alison Hedger. Golden Apple Productions £3.95 + 55p p&p. *W.H. By Alison Hedger*. Golden Apple Productions £3.95 + 55p p&p.

Zinn Zinn and *Trig Trog* are collections of songs from school broadcasts. The songs—50 in each book—contain an interesting mixture of such favourites as "The Big Bass Drum" as well as some specially composed for particular programmes, such as the beautiful song "Sunbird".

They are grouped under fairly familiar topic headings—"People", "The Weather", and "Giant and Dragons"—which may make them easily accessible to class teachers but gives no indication of any musical complexities or suitability for younger or older children. The songs are all clearly set out, using the format familiar to those who use the BBC pamphlets, and the "Things to do" sections make useful cross-curricular links for follow-up work. The introduction to each collection offers some advice about using the accompaniments, although I find the conflict between encouraging freedom, flexibility and variety on the one



PRIMARY

hand and the rather emphatic statement "Unless the rhythms can be played accurately and rhythmically they MUST NOT BE PLAYED as this will spoil the singing" rather alarming. However, for many pupils and teachers much of this material may revive happy musical memories.

Songs from Play School is another welcome compilation of material selected from the programmes. The songs, a mixture of old and new, have lively and appealing melodies and are presented with piano accompaniments and guitar chords. Although many of them deal with topics that might seem close to young children, some of them are very witty and more suitable as listening rather than participatory material.

Penny Whistles by Mike Moran also contains a large number of songs, devised in a particularly personal context where words play a significant role. The songs themselves are delightful, but although they may have worked well for the TV programmes and situations for which they were originally written, children without these associations will probably relate to their messages as listeners rather than performers and many may find little point of contact at all.

Up, Up and Away by Derek Pearson is, as the introduction suggests, "a resource collection of songs, poems, games and activities... principally for those working in special education".

Many of the songs are traditional and have appeared elsewhere or use familiar tunes with different words. Many of them are followed up with some movement suggestions ranging from finger play activities to dance and game ideas for children who are more mobile. There is a wide variety of other follow-up suggestions which involve manipulative craft-type activities as well as stories, poems and aids to language development generally.

There are also a number of "sound games", which work well, and specific music activities, which work less well. What is the relevance of teaching young children in special education "How many beats in a bar?" or working from rhythm cards? This kind of information can be more satisfactorily absorbed physically and aurally at this stage. Although due acknowledgment is given to David Ward, who pioneered many of these ideas, the author has expanded and developed the material with great care and there is much to commend the collection to teachers involved in special education.

Jumping Jack and *W.H.* are two more collections of songs by Alison Hedger. *Jumping Jack* contains 12 action and learning songs, the most effective of these being a short appealing song called "Did you know?". Many of the others involve far too many words to be effective for the nursery and younger children for whom the collection is intended. *W.H.* brings us nine original pieces for slightly older children. These include a mixture of songs, for percussion ensemble. Most of the numbers rely fairly heavily on the simple but effective piano accompaniment. A studio tape of the songs and the backing tracks, from both collections, is available separately from the publishers. Leonora T Davies

Storybook worlds

CHILDREN'S LITERATURE

thread here is fantasy with a strong streak of humour and the stories all read aloud splendidly. Emma Chichester Clark's full-colour illustrations have verve and wit. Highly recommended.

Morris Lurie's stories in *Night-Night* (one for each night of the week) also contain a strong element of fantasy: a bow tie in one story has something rude to say to each wearer until it meets its consequence; in another, a small boy turns himself into a monster by night to revenge daytime humiliations by insensitive and unkind adults; in a third, Maizie still refuses to believe in witches even after a joyride on a broomstick. The children are all believable if in some cases somewhat surreal, and the stories have a strong individual voice and have obviously been told aloud. This is a jolly collection with illustrations from Alison Hughes, Philippa Pearce, Partap Sharma, Margaret Mahy happily rubbing shoulders with folk tales and the story from the Brothers Grimm about the unfortunate mouse who chose to make friends with a cat. The connecting

thread here is fantasy with a strong streak of humour and the stories all read aloud splendidly. Emma Chichester Clark's full-colour illustrations have verve and wit. Highly recommended.

Seasoning

This Infant Boy. By Richard Hepburn. Arranged by Alison Hedger. Golden Apple Productions, Beckley, Christchurch, Dorset (0425 617106). Pick 'n' Choose for Christmas. Six junior songs for Christmas by Aubrey Beswick. Universal Edition £2.30. *The Advent Light*. By David and Sue Thomas. Universal Edition £4.90 (words only 50p).

The Rainbow-Coloured Christmas. By Jan Holdstock. Universal Edition £1.65. *Death to the Minotaur*. Play by Pat Belford. Words and music by Jan Holdstock. Universal Edition £4.90.

Christmas is coming and with it the usual batch of ideas for festive entertainments from the music publishers. Alison Hedger's one-woman enterprise, Golden Apple Productions, specializes in music for primary schools that has been tried and tested in the classroom. *This Infant Boy* is a 25-minute cantata along familiar lines, probably most suitable for top juniors. Although some of the music is unremarkable there are some interesting opportunities for part-singing, and a recorder ensemble has been included. Individual songs could be performed by infants, and a cassette contains a piano accompaniment as well as all the music.

Pick 'n' Choose is a collection of songs from which teachers, as the title suggests, will want to select, as some of the accompaniments are rather demanding. Chords of F6 and Gm are hardly suitable for the classroom guitarist. The carol "Climb on board the train" should prove popular and there are some suggestions for classroom accompaniments, although it is left to the teacher to decide when and how to include them.

The Advent Light is a longer musical for middle schools and focuses on the events leading up to Christmas from the point of view of a group of Jewish children. The piano part is difficult but there is an accompanying cassette.

The Rainbow-Coloured Christmas is set in that favourite place, Santa's toyshop. Jan Holdstock's music is attractive and eminently accessible to very young children, with a piano part to match.

Death to the Minotaur is a not especially original alternative to the Christmas story for older children. I found the telescoping of the legend off-putting, but inventively dramatized it could work. The music is scored for voice and piano only and there is a nice musical touch in the form of a round in the "Lament".

Very few of these publications contain any percussion suggestions, something which would have been welcome. And, at least on this showing, no one seems to be taking any account at all of the multi-ethnic classroom.

Philippa Davidson

Further reviews of primary books in this week's Extra, pages 43-50

Fairies series, first published in the Twenties. Here are the fairies with sweet indistinguishable faces and gossamer wings that Puck was so rude about in Kipling's *Puck of Pook's Hill*, and jolly yule gnomes and teardrops. The stories are attributed to various authors, but all have come off the same production line—pleasant enough, but with no individual spark. Better to go for the riches of *Listen To This* and *Let's Share A Story* and the quirkiness of Morris Lurie than this undistinguished collection.

Jenny Marshall

The six books shortlisted for the *Emilia/Kurt Mascher Award* are *Mrs Armitage on Wheels* by Quentin Blake (Capa); *Jack the Tractor* by Peter Charles Causely, illustrated by Peter Melnyczuk (Orchard); *The Ridiculous Story of Gummer Gurnon's Needle*, by David Lloyd, illustrated by Charlotte Yonge (Walker Books); *Emily's Own Elephant* by Philippa Pearce, illustrated by John Lawrence (Julia MacRae); and *The Tale of Sir Gawain* by Neil Philip, illustrated by Charles Keeping (Lutterworth). The judges for this year's award of £1,000 are Margaret Beek, Elaine Moss, and Chris Powling, who chose to make an announcement on November 19, 1987.

ARTS



Sarah-Jane Fenton and Richard Huw in the Young Vic's 'Romeo and Juliet'

Mad, funny or both

A Lie of the Mind. By Sam Shepard. The Royal Court Theatre.
 Lettice and Lovage. By Peter Shaffer. Globe Theatre.
 One for the Road. By Willy Russell. Lyric Theatre.
 Conversations on a Homecoming. By Tom Murphy. Donmar Warehouse Theatre.
 Twendros. By Tsegaye Gabre Medhin. Arts Theatre.
 Girlfriends: A Musical. By Howard Goodall. The Playhouse.
 Romeo and Juliet. By William Shakespeare. Young Vic Theatre.
 A Man For All Seasons. By Robert Bolt. Savoy Theatre.
 The Living Room. By Graham Greene. Royalty Theatre.

Nine productions: new plays come first. A Lie of the Mind presents life among "a bunch of okies" in North Dakota as a paradigm of the US after "things fell to pieces". Psychotic Jake thinks he has battered to death his wife Beth. His brother discovers her with her loveless family, braindamaged. Jake escapes from his crazy mother to be reunited with Beth who loves him still but confuses him with his brother who lies in her living room shot by her father. Cold Comfort Farm meets Tobacco Road, uniting two families who ignore each other's existence: a bizarre collection of self-centred oddities - mad, violent or both. Familiar Shepard territory, it is long, repetitious, scarily acted by a totally committed cast. Miranda Richardson's Beth is painfully truthful in observation. As her parents, Tony Haygarth is ferociously selfish and Deborah Norrington pathetically funny. Among the laughs some were clearly unintended. Nothing unintentional about the laughter raised by Lettice and Lovage. Michael Blakemore's direction perfectly paces Shaffer's sparkling comedy of two middle-aged women who plan to destroy London's worst architectural excesses. Briefly, stately home guide Lettice is sacked by Lotte because fantasy supersedes fact in her commentary on dull Fustian House. Lotte's remorseful attempts to help Lettice draw them into a friendship which involves acting out historical executions. As Charles I Lotte is injured and Lettice faces criminal charges. Lettice's solicitor settles these and the pair unite to revive Lotte's old Eyecore Negation Detachment, dedicated to destroying urban blight.

It is comedy with a heart, finely written, beautifully designed (Alan Tagg) and brilliantly acted by Margaret Tyacke (Lotte) and Richard Smith (Lettice). Lotte's old Eyecore Negation Detachment, dedicated to destroying urban blight. It is comedy with a heart, finely written, beautifully designed (Alan Tagg) and brilliantly acted by Margaret Tyacke (Lotte) and Richard Smith (Lettice). Lotte's old Eyecore Negation Detachment, dedicated to destroying urban blight. It is comedy with a heart, finely written, beautifully designed (Alan Tagg) and brilliantly acted by Margaret Tyacke (Lotte) and Richard Smith (Lettice). Lotte's old Eyecore Negation Detachment, dedicated to destroying urban blight.

One for the Road is also funny. Much of the fun comes from Russ Abbot's free-wheeling performance as Dennis, whose mid-life crisis leads him to acts of vandalism (decapitating garden gnomes) on the stuffily aristocratic dower bungalow estate in which he feels trapped. Russell's script perfectly anatomizes social pretension and its saucy postcard sexual vulgarity. Prompt belly laughs - many but nice. Any company that can set a mid-week matinee arse with laughter deserves praise. Praise, too, for Conversations on a Homecoming in which actor Michael returns home to Galway from the States attempting to recover his past only to discover there is no going back. Beautifully written, lovingly directed (Garry Hynes), acted by a high-standard cast in which Sean McGinley (Tom) is outstanding - Conversations is a touching, funny, delightful human. The human touch is what Twendros damningly lacks in chronicling the rise and fall of Kasse, whose brief reign

as Emperor Tewodros II of Ethiopia was ended by British General Napier. Jatinder Verma's production is lively, colourful, exotic but the play's high-flown language is not helped by histrionics which would embarrass in a school play. Howard Goodall's music and lyrics for Girlfriends do not help towards its success. Set in 1941, it disdains period pastiche and destroys the period illusion cleverly created by William Dudley's designs. How WAAPs made knickers out of parachute silk makes a thin storyline. The cast (11 women, 1 man) work hard but the best thing about Girlfriends is that it has reopened the beautifully-restored Playhouse, to which a heartfelt welcome. Welcome to David Thacker's new production of Romeo and Juliet which goes for clarity and realism rather than poetry. Modern dress covers that loss adding force to the sexual by-play and immediacy to the thrilling fight. Rudolph Walker's black Friar Lawrence raises plenty of laughs; Annette Badland's Nurse combines humour and pathos; Sarah-Jane Fenton is a spirited Juliet and Richard Huw a boy-next-door Romeo. The whole production is strongly cast: highly recommended for schools. The revival of A Man For All Seasons can be recommended for Gwen Watford's fiery, passionate Lady Alice and Benjamin Whitrow's implacable Cromwell. Chantren Mendon brings great physical presence. More but does not suggest the mind of a Chancellor who became a Roman Catholic saint. Pre-Vatican Council Roman Catholicism fills The Living Room. Rose's love for a married man is destroyed by her pious aunts and her priestly uncle: she commits suicide. A dud play when seen with a starry cast in 1953. Dulcie Gray gives a lovely performance as Aunt Teresa but The Living Room remains firmly dead.

John James

Steamy realism

The Small Poppies. Young Vic Theatre.
 How does it feel to be five years old and a "movie"? or "big school"? In Adelaide, Australia? In his latest play, which was premiered last year by Australia's Magpie Theatre, David Holman explores such themes with remarkable dramatic immediacy, a surprisingly steamy realism (considering the piece is aimed at younger audiences) through the overall effect is unwieldy. Our five-year-old protagonists are a boy-bunch; there's Clint, who clings to his Mum's skirts ever since Dad moved out and Mum's friend Eddie

has started to stay the night; the hyperactive Theo, who dreams being teased and the non-English-speaking Lep, a Cambodian refugee whose strange-smelling lunchbox causes her to be the subject of derision. "Yuk!" is the unanimous verdict of the play-group. Superbly performed by the Young Vic company, who adroitly double as well-meaning adults and recalcitrant children before Fran Thompson's gorgeous primary-coloured backdrop of kids' drawings, the piece has great charm, but it lacks both the literary and depth of Holman's No Worries which was seen earlier this year. Not only has Holman bitten off more than he can decently dramatically chew -

starting school, single parent pressures, ethnic hostility, truancy etc - but the play's up-front style of dialogue, although mostly refreshingly honest, sometimes goes straight over the heads of the younger members of the audience. (Would a five-year-old really ask "Does Eddie put his dong up your mum?") I much admire Holman's writing for its many vibrant qualities, and not least for the way he refuses to patronise children, but I found his final attempt in this play to tie up his many disparate themes in a neat message about caring, communication and compassion just a little glib.

Ann McFerran

Television

Knock, knock

It may be a sign of the times that the two witches who were laid Open to Question (BBC2, October 27) got an easier ride from their young interrogators than some other guests on the series (and certainly easier than they deserved). An opinion poll commissioned for Nicholas Humphrey's investigation into the paranormal (Is There Anybody There? Channel 4, October 31) showed that around 60 per cent of us believe in telepathy, ghosts and the ability of dreams to foretell the future, 45 per cent in reincarnation and 30 per cent in communications from beyond the grave.

It was Hallowe'en. Leaving the miracle of video technology to cope with that message from the still-living Nicholas Humphrey, I went out to the pub where some young women behind the bar had been warned up to resemble the Brides of Dracula and the Hallowe'en Special was fizzing in the glass. Most of the customers seemed content to take their usual Saturday-night route to the Beyond - but then you don't need the talent of Stephen King to sell alcohol to the British on any Saturday night.

Of course, you may say, if our gullibility is not being exploited for purely commercial ends, it is all good fun and rotten of Channel 4 to allow the sceptical Mr Humphrey one-and-a-half hours to rubbish the claims of the "controversial" but well-endowed himself, either to the authorities at Knock, the only village with an international airport, handling the million visitors who come every year to look at the wall where the Virgin Mary is supposed to have appeared in 1879. Using a mirror, a magic lantern and documentary evidence, Humphrey demonstrated how and why the parish priest might have faked the apparition.

In an earlier series, The Inner Eye, broadcast on Channel 4 in April 1986, Humphrey upset pet lovers by denying that animals can have "human" feelings, while suggesting that treating them as if they were fishbowl in valuable trait that controls aggression towards members of our own species. He came to a similarly balanced conclusion about belief in the paranormal. There seemed little doubt that it would take more than one Knock to convince Humphrey that there was anybody there, but he welcomed the poetic impulse that sustains our desire to

answer. Professor Marvin Minsky went further and questioned the evidence of the perceptions that support our belief in the physical world, let alone the paranormal. This was reaching into the higher realms of philosophical speculation, but Antenna, the new BBC2 science strand on which he gave his lecture about artificial intelligence (October 28), elsewhere promised down-to-earth reporting on an interesting mixture of topics. As well as Minsky, they examined North Sea pollution and the use of growth hormones on "short normals": children who are not suffering from any deficiency, but whose parents are prepared to buy them a few extra inches. In both these items, the conclusion was that it was better to err on the side of safety, rather than risk unpredictable side-effects, either from giving pollutants to fish or hormones to kids. Conventional wisdom, perhaps, but wise for all that.

Moving away from the polluted North Sea and, typically, going against the current, Bernard Levin continues his journey To the End of the Ribble (Channel 4, Saturdays). He takes with him a now familiar mixture of eccentric charm, sensitivity (for example to the Grinewald altarpiece), and free-flowing, if not always accurate French and German. Then, just as you are beginning to warm to him, the insistent of the Other Side. He will not have endeared himself, either to the authorities at Knock, the only village with an international airport, handling the million visitors who come every year to look at the wall where the Virgin Mary is supposed to have appeared in 1879. Using a mirror, a magic lantern and documentary evidence, Humphrey demonstrated how and why the parish priest might have faked the apparition.

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Robin Buss

It's loud!

Li Cool J and Public Enemy. Hammersmith Odeon November 1-3, British tour until December

As Paul (18) remarked: "Most people don't give a shit what they say, they just listen to the beat." Enormous amplification of bounding base tapes, and frantic rhymed speech blasted on top of it, thousands of "casuals" in their dress of flat shoes, sports clothes, jerseys with hoods, and peaked caps, blowing whistles and blaring hooters: the atmosphere at a rap concert is solid with energy.

That energy is less attractive to those too old to enjoy football hooliganism as "a sport" between consenting adults, too secure to need to spray their name in "tags" in hip-hop graffiti on walls, too affluent to need to "clatter" a train and rob all the rich whites in it. Casuals are not all black, and black/white friendships are a feature of the audience at a rap concert; but possibly the majority are black people, who respond to the performers, and it is the minority white kids who enjoy the excitement, the live talk, and, in the Public Enemy performance, the exhortations to black power salutes.

So what do you get? You get energy, you get flashing lights, wall to wall people, a pounding heat - as far from Milton Keynes as "it's loud". Paul (21), all the way from Italy, don't theories. "Anyone can do it, you don't need to study music." Li Cool J, who shows suspicious signs of being an old-time crooner (Ladies Love Cool James is his full title, he is 19), exemplifies the glib, self-aggrandizing, glam side of rap. Gold chains, bare chest, leather trousers, pelvic thrust. He's sold 1.5 million records. Public Enemy make hard ugly walls of noise (slogan "the deffer the better"). Combat suits, black berets. A lot of anger, some humour. Did someone say Clockwork Orange? Tick tock.

Victoria Neumark

The winners of the five Whitbread Award categories were announced this week.

The Biography section was won by Christopher Nolan for his autobiography Under the Eye of the Clock. At only 21 he has a considerable reputation as a poet, despite severe physical handicap, brain damage at birth having left him unable to speak or move. Ben Pimlott, a judge of this category, described this latest book as "sensitive, perceptive, wry, a window into a hidden world".

Childhood and adolescence contribute to the themes of three of the other winners. Ian McEwan's novel A Child in Time is a study in parental grief set in a politically highly-charged near-future. Francis Wyndham, already well-known as a reviewer, has won the First Novel category with The Other Gar-

den, about the experiences of an adolescent boy during the war. The Children's Novel winner is also a first-time novelist. Geraldine McCaughrean's A Little Lower than the Angels is set in the Middle Ages and describes the adventures of a boy travelling with a troupe of mystery players. Valerie Grove took the opportunity to defend the standard of writing for children (recently criticized in the press for her experience of reading the 96 submissions for this category). The Poetry section was won by the popular and much-admired Irish poet Seamus Heaney, with The Haw Lantern.

Each category winner receives £1,250. The overall winner of the Whitbread Book of the Year, to be announced in January, will receive a further £18,750.

ARTS

China comes to Cardiff

Norma Cohen samples the 'synthetic art' of the Peking Opera School

Chinese actors in Peking Opera emphasize the length of their noses during the complex makeup ritual preceding each performance. "But you don't have to worry about that. Yours is big enough already," laughed Ms Xu Mei Lin, as she initiated 35 students into the face-painting art of the "Serious Woman". Famed in China for the delicacy of her hand gestures, and a well-known heroine of Chinese cinema, she's one of four teachers at Cardiff Arts Laboratory's Secrets of the Peking Garden Peking Opera School running till November 13.

"English performers don't use their eyes," she says. Chinese actors are not so afraid. They use them compellingly to draw energy to their audience. "Reflecting light," says Ms Xu. Over a technicolor pink base, she demonstrates the small "cherry mouth" using Big Red, and the desired "lifting" quality achieved by wrapping a cloth round the face to pull up the features. Although it hurts, it must remain secured throughout the performance, allowing the accentuated black lines of eyebrows and lids to highlight actors' features when they arrive on stage. "This is called beauty," she says.

She's accompanied by woman warrior Ms Chen Xi Lan (spear-kicking white snake), fight director for the Peking Opera Academy Mr Ru Shao Rui (male warrior specialist), and 64-year-old Mr Zhang Chun Hua, the most famous fighting clown in China. Together, they have been putting actors, directors, acrobats, mimes, a choreographer, painter and architect through an arduous if stamina-building three-week programme that mirrors in miniature the eight-year training in speaking, acting, dancing, pantomime, acrobatics, singing, fighting and stickwhirling into which every young Chinese children plunge before graduating in this highly sophisticated, "synthetic" art. A four-hour "basic training" session covers leg stretches, bends and kicks, waist twists, striding and jumping sequences (often with backward flips), followed by practice in the refined "cloud hands" and "lotus arms" - a prerequisite for developing the harmony of eye, hand and stage movement that Peking Opera demands.

Such all-embracing "laws", including the strict circularity of steps and gestures in space to conserve the flow of precious chi energy, inform the composition of every movement. It's extraordinary to witness the fierce commitment with which teachers demonstrate each symbolic gesture in a series of quick-moving tableaux - a total absorption in the present that reflects one of Cardiff Lab Theatre's own *raison d'être*: "to research the essence of the effective theatre moment".

Chinese actors don't deal in such concepts. Though they all possess a dynamism and on/off stage charisma embodied in "chi" energy, their teaching approach involves more by rote repetition and copying. Char-



Shanghai Kunju Theatre's interpretation of Macbeth

acter roles, whose movements often remain unchanged through generations, are thus handed down from master to student.

In feudal times, such a training was a harsh one. Seven or eight-year-old boys would be sold in contract to a master performer in exchange for food and keep. "We were no more than house servants," says Mr Zhang. Rising at 4.30am, they'd be forced to balance a teacup on the upturned sole of one foot for an hour, or stand on one leg until a candle burned into the palm of their hand.

Other "punishments" included beating muscles (arms and legs often breaking in the process) and students were forced to acquire an automatic body memory for the gigantic repertoire of movements and gestures later needed in performance. "Thankfully" training is far more humane in post-Liberation China. Ms Xu corrects body stance with a mixture of coaxing, pointing and speaking via a simultaneous translation. The four international teacher-translators have themselves trained in Peking Opera, and act as guides more than simply interpreters. "The movements of the wrist are very important," says Ms Xu. "They should be fluid like a wheel. You should step as if balancing a glass of water on your head and hands." Chinese actors often do.

The history of Peking Opera - a relatively new theatrical form developed over the last hundred years - is rich and diverse. It derives in part from early "hornblowing games", legendary court entertainments involving magicians, rope walkers, bamboo pole jumpers, rocklifters, comb jesters and shadow puppet plays. Add dance, "street theatre" and other local spectacles with comical themes of love and the supernatural (the latter now frowned on by the present regime) for some understanding of today's highly

Radio Swan song

At times lyrical, at times almost scary, The Mask of Music (Radio 4, Wednesday 8.45pm), is an exquisitely crafted musical biography of Tchaikovsky. Described as "a life in three movements", it essays a reconstruction of the last few days of the composer's anguished life. Past and present intermingle as he conducts his own inquisition into the charge. "What are you hiding behind the mask of music?"

The three-part feature has been written and compiled by Paul Allen who has built on the accumulating evidence that Tchaikovsky's death from cholera may have been more suicidal than accidental. Allen's convincing view is that Tchaikovsky's torment stemmed from his failure to establish a permanent, public loving relationship - except with his work. "That is to say, there is nothing behind the mask. Unaware to come to terms with his homosexuality and terrified of dishonour, he eventually (it is suggested) found escape by deliberately drinking unboiled water.

This biographical puzzle ranges from the death of his much loved mother (from cholera), through the "Siberia" of his school days and the loneliness of adulthood. Edward de

Souza gives a bravura performance in the central role and it is all set to Tchaikovsky's own music so that it becomes a through-composed work of considerable force. If at times melodramatic, the melodrama is in the music and one can only wonder at the skill and patience of Paul Allen and producer John Powell in setting words to music so snugly, so effectively and so movingly. Don't miss the final part next week and do listen in stereo.

Also not to be missed is a new serialisation of Sue Limb's novel Up the Garden Path (Radio 4, 11pm). It tells of the thwarted love affairs of Izzy Cornyn. Poor Izzy is an English and Drama teacher in an Islington comprehensive where she attempts to control 4C: "Come down off the window sills, you guys at the back." Acted by members of the Anna Scher Theatre, the class discussion which opens episode one is nightmarishly convincing. "Today I want to have a discussion... We'll do writing instead unless you'll all be quiet." When they start writing, Izzy daydreams of escape to a jasmine-clad Gloucestershire country cottage with her rarely seen married lover. He can elude his wife only for a whispered telephone conversation. "I wish you'd been my English teacher." "So do I. At least I'd have seen you for forty minutes five times a week."

David Self

A campaign was launched this week to improve women's representation in the arts and media. Mark Fisher, Labour Shadow Minister for the Arts, and Jo Richardson, Shadow Minister for Women, released a discussion document, The Missing Culture, at a press conference at the House of Commons on Monday.

The document cites many examples of imbalance. For example, only 6 of the 165 top jobs at the BBC are held by women, no regional arts association has a woman director, the Hayward Gallery has never presented a retrospective exhibition by a woman artist and since 1973 only one woman has been commissioned to compose a work for the BBC Promenade con-

certs. In the theatre, women tend to take a major part in running small touring companies (those most under threat in the present economic climate) but fare significantly less well in the larger building-based companies.

Despite little encouragement from Richard Luce, the Minister for the Arts, when answering questions on women in the arts on Monday afternoon, the organizers hope that their latest will lead to a conference in the spring. Anyone who wished to comment on the present state of affairs, or who knows of relevant research, should contact Mark Fisher or Jo Richardson at the House of Commons.

THE TIMES Save the saviours

Parents owe it their gratitude, children around the world owe it their lives; yet the pioneering Great Ormond Street hospital is crumbling and its dedicated doctors and nurses work in hopelessly inadequate conditions. Next week, with the hospital seeking £30 million (the staff even give up their limited spare time to raise money), *The Times* reports on the realities of health care on a shoestring.



... and regularly in *The Times*, Bernard Levin on the way we live now, Frances Gibb on the law, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, John Woodcock on cricket, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, the unique *Times* crossword... and much more

THE TIMES

A lion among paper tigers (25p)

Eyeful

Visions 1987. Castle Museum, Norwich, to December 6.

Imaginative, and practical in that visitors may make use of a set up camera obscura, this exhibition attempts to bridge the gulf between the old and the new in art by showing how artists from the 17th century to Bratby, Paolozzi and Hockney have tackled traditional themes of landscape, still life, and portraiture.

Laudable enough, but one feels the strain of contrasting the delectable with the hairy, the pun-makers with abstract expressionists, as a little too over-powering in a necessarily limited exhibition.

Even so it spreads the word to the young at whom it is principally aimed "there's more to a picture than meets the eye". Explanatory leaflets are available.

Ray Rushton

Sisterhood

A Tale of Two Sisters. By Elly Crichton Stuart. Minorities Art Gallery, Colchester.

With a staged literary biography there's the ever-present danger of an intrusive explanatory narrative and the difficult question of putting invented words into real mouths. How far can you go and still be faithful to your subject? Either you use the historical figure to hang your own play and argument on, or you risk ending up with such a degree of documentary realism that you have little more than an illustrated lecture.

Although Elly Crichton Stuart's play veers towards the latter, the material - paintings, poems, family letters, etc - are lively enough to sustain interest. And as her subjects, the Thompson sisters, belong to that breed of doughty Victorian lady who didn't take no for an answer and who in this case was also educated, creative and politically aware, there's a strong

streak of feminist history running through the text as well.

Alice Meynell (Elly Crichton Stuart) was an essayist, poet and editor, and with her husband Wilfred supported the women's suffrage movement. Elizabeth Butler (Josephine Banham), despite the drawback of having been born female, succeeded in breaking into the art world, painting the Royal Academy's "picture of the year" for 1874, the surprisingly airy and unselfish "Calling the Roll after an Engagement in the Crimea". Her work gradually became more contentious and less popular as she came to share her husband William's liberal views on Ireland. Both actresses play with a gentle and sly elegance. There's little passion here, but much perception and quiet wit.

Jill Burrows

The play is associated with the National Army Museum's exhibition, Lady Butler: Battle Artist, and tours not only to theatre venues but also to art galleries: Barry St Edmunds Art Gallery (November 7, 10). Corn Exchange, Ipswich (November 9).

COMPUTERS/IT

Dancing in the dark

Ian Nash reports on two surveys into school administration

Local education authorities lack the computers and experts they need to cope with the demands of the Education Bill, according to a survey soon to be published by the National Foundation for Educational Research. Only just over half the 120 L.E.A.s in Britain use computers to forecast school rolls, six out of 10 officers responsible for records have had no statistical training and one-third of headteachers are not even involved in the process.

Too many authorities restrict information access to an élite of senior officers and do not even allow details to be seen by elected members, let alone by school headteachers and other staff. This means there is often no way for an authority's employees to challenge inadequately kept records.

A conference of L.E.A. advisers to discuss the findings in London last

week painted a bleak picture of the future. They were alarmed at the prospect of coping with the demands of open enrolment, opting out and local finance management.

The survey will come as a nasty jolt to the Government, which is likely to face a flood of demands for financial help. The findings will prove particularly embarrassing since they are the result of a 15-month government-funded survey costing more than £28,000.

Mr Pete Gale of Sunderland education authority said: "My authority will not be able to develop a pupil forecasting system, much as it may want to. At the moment we are in the market for a support system, since we are not able to devise our own."

One aim of the conference, sponsored jointly by the NFER and education management consultancy, Peat

Marwick McLintock, was to look at whether a nationally or locally developed system was best to meet the needs of individual L.E.A.s. Of all the L.E.A.s in England, Wales and Scotland all but one are using essentially home grown systems. Even then, there were considerable hurdles to effective information gathering, suggesting that record systems should be developed as a corporate facility, not just as a service for schools.

Suffolk County Council developed such an approach to overcome problems of gathering health authority information on data such as live births and addresses of children, or demographic studies of population distribution and likely catchment area yields.

But, it was reported, many health authorities were in disarray or faced bureaucratic blocks to information gathering. Hampshire prevailed on the electoral registry office to include a box on forms to collect data on the number of children of different age groups. This yielded a 70-80 per cent response rate.

Dr David Lancaster from Sheffield Polytechnic, researcher and author of the report, said that while "the picture was somewhat discouraging", there were examples of good practice in authorities where computers were not extensively used. But there were fundamental reasons why all authorities should adopt information technology: basic information on pupil numbers was increasingly available in computer form, more software for forecasting was becoming available and more sophisticated spreadsheets were being developed.

Unfortunately, too few L.E.A.s - even those with good computer systems - regularly evaluated and updated their forecast methods. "One result of the legislation is that forecasting will become less reliable and it will be more crucial to review the accuracy of methods, particularly as local

Survey of current use of computers for school roll forecasts	No. responding L.E.A.s	No. of computers	Micros	Main frame
All LEAs in Britain	108	48%	26%	26%
English Counties	39	28%	26%	54%
Welsh Counties	9	50%	0%	17%
Scottish Regions	12	50%	33%	17%
Metropolitan Districts	34	82%	24%	15%
London Boroughs	17	53%	35%	12%
Statistical Training:				
None	71	55%	16%	22%
Some	34	12%	44%	44%
Time spent annually:				
1 month or less	53	47%	26%	24%
More than 1 month	31	28%	26%	42%
Hardware:				
Uninvolved	52	60%	21%	19%
Involved	51	23%	31%	39%
Staff only				
4-5 years	87	46%	27%	27%
Future 5 years estimated	28	29%	23%	42%

changes between one school and another become more volatile," he said.

Even without the legislation, other complications are emerging that make it increasingly difficult to forecast pupil numbers. For example, in Mid-Glamorgan the demand for Welsh medium teaching has increased from four per cent to 10 per cent of applicants in four years. But children are three before a decision is taken.

And although only 55 per cent of schools use computers to forecast pupil numbers, some of these are for secondary schools only. With open enrolment and opting out, the lack of primary data could further complicate predictions.

There is also the question of the best type of computer. Ironically, as micros become more powerful and user friendly, more minicomputers and mainframes are being used because that is where there is the best development of cheap software. This trend could increase because of the legislation, with the need to have 500 to 700 schools feeding into the L.E.A. system. Clearly, said the advisers, a flexible system compatible across all systems is needed to make the best use of all resources.

With increased parental choice, the need to manage larger budgets, the need to predict staff and pupil numbers, schools' greater responsibility for finance and the need to monitor movement into further education, the task will be massive.

clearly understood. Nevertheless, there was room for considerable optimism, according to the report of the survey. "The overall approach that has been more or less universally adopted could be described as 'softly softly'."

Emphasis on abolishing repetitive skills and introducing more powerful tools such as word processors, rather than reorganizing offices from the start to cut jobs, has meant that most people's experience of information technology has been non-threatening. A similar survey in 1983 found that education authorities seemed prepared to sit back and let schools find their own way. "It now seems that most L.E.A.s are prepared to give a lead to their schools in this area."

Pitfalls other than security problems included the underestimation of the need for management training and the fact that the systems "bought in" by L.E.A.s for specific tasks were often not

The Guide to Graphics deals with the Viewplot program, and is the shortest of the four guides. As before, it covers all the commands available, showing how to produce bar graphs, line graphs and pie charts, to print them and to save them to disc. While it shows the user how to enter data from the keyboard, there are no references to using data from other programs, such as Viewsheet or Viewstore. This is a pity, because this guide would probably be ideal for introducing the integration of the View family.

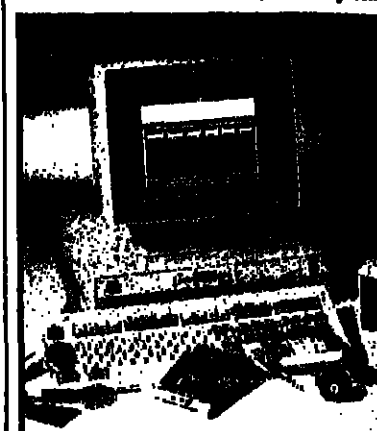
It is important to stress that these guides are not intended to deal with matters of curriculum policy, and they are not the place to look for a consideration of approaches to the use of such packages in the classroom. Nor should they be expected to help when teaching the operation of other packages, such as Wordstar, Multiman or Quest. Their aim is to help develop confidence and competence in the use of the View family of packages - and in this they are very successful, if sometimes a little pedestrian in their approach.

One interesting aspect of the guides is that each contains a blank function-key strip, which the users fill in as they go along. This provides a reminder of the function keys that they have used previously, and also helps to avoid the confusion that can occur when confronted with the standard function-key strip, with its myriad of instructions!

Online

ONE of the more interesting products launched at IBM 87 was TopTalker, which adds digitized speech to IBM-compatible PCs (and ATs and PS/2s). For £145 + VAT, the authoring pack offers the plug-in card, a microphone and loudspeaker, and the authoring software to create and deliver what they insist on calling "talkware". The delivery package costs only £95 + VAT and provides the plug-in card, speaker or headset and a run-time disc for users of the TopClass authoring system, which is becoming widely adopted for authoring educational software.

The teacher's voice is stored on disc in digital form; for telephone-quality speech, each second occupies around four kilobytes (more than enough to store this whole column), so the system



Top Talker

is intended for words and phrases rather than long speeches. Whether the quality is sufficiently hi-fi for language learning is debatable.

However, the system has obvious applications in the education of the blind and visually handicapped. The familiar teacher's voice can also reassure learners who find silent software disconcerting. Spoken instructions could assist the software novice to get started with a new package, too. IBM 87 finished today, so contact Format PC of Belper, Derbyshire DES 1UU for details.

SCHOOLMAC is a user group for Macintosh users in "independent or maintained schools which use or intend to use Macintosh computers in any context". It works alongside the Macintosh User Group UK and members receive both *MacTimes* and the SchoolMac newsletter. They also get a free disc of public domain software on joining. SchoolMac operates from Weyfield College, Stenhouse, GL10 2JQ.

Individual memberships cost £35, corporate (five or more) £125. Such rates are more than double those prevailing among educational computing associations, but then Macintoshes and laser printers aren't cheap either. Both newsletters are produced by desktop publishing, which is perhaps the major reason why people are considering buying Macintoshes despite their price.

FOR SCHOOLS venturing into desktop publishing, there are two pages of good advice in October's issue of *Inside IT* magazine. Anyone who is at the stage of underlining capitals (or even wondering whether to) should read this article. It's by John Barker who, in addition to being marketing manager of Format PC (see above), edits *Inside IT* and is a time-served compositor. The *Inside IT* subscription is said to be £120 a year "or hangle with Lorraine on 0509 266787".

NOW for the more mundane business of finding a programming topic for student projects. A collection of 30 *Programming Projects for GCSE and Beyond* has just been published by Glen Martin. Each topic is covered at seven levels of difficulty, including such fields as directory enquiries, car insurance, tennis competitions, car rental, dentist's appointments. The pre-release version looked useful but rough at the edges; better things are promised for the finished product, which costs £2.50 from the School of Computing, Lancashire Polytechnic, Preston, Lancs PR1 2TQ.

Jacquetta Megarry

RESOURCES/SOFTWARE

High level decisions

Gorman Stafford and John Tvey learn from history

Cabinet By Philip Walden
Shallow Hill By Isobel Jenkins
History 13-16 Project
BBC 40-track disc, available in other versions £18.50 plus VAT each
Longman Micro Software, Longman Resources Unit, 62 Halffield Road, York YO3 7XQ.

In *Cabinet* students take on the role of Liberal cabinet ministers committed to a programme of social reform in the period 1909-1914. Decisions have to be taken in each year, first on how to rank the most pressing political issues (Lords' refusal to pass the budget, home rule for Ireland, suffragettes, foreign affairs) and secondly on what specifically to do on the suffragettes. The latter theme provides the underlying continuity through the four years.

For 1909, for example, students must choose between force-feeding suffragettes, allowing them to die, or releasing them. In 1914 the choice lies between accepting the suffragettes' offer of a truce, imposing conditions on the offer, or refusing it outright. In each case the decision cannot be made without considering the other major issues of the year. In 1909 force-feeding would lose public support but would accord with the King's wishes and therefore gain his support on the Lords' issue. Refusing to force-feed would win popular support but alienate the King. By 1914, accepting the suffragettes' offer of a truce would win public support, but by then public concern is focused on Ireland and Europe.

Decisions are taken against the need to stay popular and in power. An emerging Labour party and by-election defeats in 1908 help to concentrate Liberal minds. Further complications are introduced by the fact that the Cabinet is not in full agreement on the principle of votes for women. Prime Minister Asquith is against, while Lloyd George, Winston Churchill and Edward Gray support the idea.

After each year the program reports on whether the student's analysis of policy priorities coincides with that of the author, on whether their choice of action coincides with what the Liberals actually did, and on the likely impact of their decision on Government popularity in the country.

The range of variables is necessarily limited but the possibilities for the program's use with a wide band of middle and higher ability pupils is considerable. By following a single issue, students gain insight into the difficulty of maintaining continuity of policy and achieving several policy ends concurrently. The extent to which governments make the political agenda or simply respond to events will also be apparent.

Shallow Hill introduces students to some of the problems and detective work of archaeological excavations. *Shallow Hill* is a fictitious site revealed during the construction of a motorway. Students have 30 days to investigate it as fully as possible before it is lost forever.

Students are presented with a map of the site divided into 12 sectors and decide which to investigate. A "test" trench takes two days to dig and

reveals one level. A "grid" trench takes six days and reveals three layers down to bedrock. As the dig progresses, a series of finds are made: the student is required to classify the evidence in terms of what it indicates (furnace, house, refuse pit, defences etc) and by placing it historically in Bronze, Iron or Roman Ages.

The evidence comes in various forms - pottery, wood, metal, stone and even soil discoloration. Students classify their finds and a computer records their decision - which may be amended as new evidence becomes available. Students need to have a background knowledge of life and artefacts of the period concerned in order to make informed decisions. Continuity of use of the package is clearly indicated. Despite the remains of a Roman temple, and some finds which could date from the Bronze Age, the site is firmly placed as an Iron Age hill fort.

Motorway construction proceeds apace and decisions have to be made within severe time constraints and on the basis of partial information. Good judgement will take account of discoveries on other sites. To this end students are supplied with information from established archaeological sites which may have a bearing on the evidence of *Shallow Hill*.

Introduced at the right time, this could be a first-class addition to a programme of learning. As with all Longman software, the documentation is thorough and copyright is waived on the student leaflets.

Software reviews continue on next page

Appreciation

Westminster Economic Model
By Simon Harding
40 track disc for BBC B
£47.50 incl VAT from Simon Harding,
45 Ellinsore Rd, London SE23.

In macroeconomics courses at A level and above, students are sometimes told about the Treasury, Cambridge, Liverpool and other computer-based models of the economy - but a verbal description conveys little of the flavour of the enterprise. In contrast, the Westminster model enables students to practise forecasting in the classroom.

It is a relatively simple econometric model of the British economy, comprising 11 behavioural equations and 16 accounting identities and internal definitions. Of the 44 variables, nine are based on government-determined policy. The model is broad-church Keynesian, in that it places more emphasis on quantity than on price responses.

To run the model, students have to create a file of input data: seven initial variables, plus 13 more for each year of the simulation or forecast. One way of using the model is to take known data from official statistics so as to test its predictive accuracy against reality. Such a simulation exercise could test

how well the model predicts the results of actual government policies in the past, or assess the effects of different policies.

Alternatively, a forecasting task could involve the construction of a scenario of assumed data on outside variables and government policy. Here the aim would be to evaluate a variety of macroeconomic policies against a particular set of circumstances.

The educational value of such activities lies in discussing why the model fails to simulate precisely the real economy, and what influences fiscal and monetary policies may have.

The package should be used with a printer, and the colourful screen display of data and instructions are well designed. The author states that "anyone who has a deep-seated objection on economic, ethical or other grounds to the model itself is welcome to change the equations". But he adds that if the model then produces absurd results, the responsibility is entirely that of the experimenter.

This CAL package is quite unlike any other produced so far for elementary economics students. For the very able and their teachers, it will prove a powerful, flexible instrument, whose value will appreciate with greater experience.

David Whitehead

bits

HAVE YOU GOT A LICENCE?

Moves are afoot to set up a national licensing scheme for software copying. The Federation Against Software Theft has held preliminary discussions with the Council for Educational Technology and hopes to meet with the Educational Software Developers' Forum towards the end.

Small-scale schemes already exist in individual local authorities, but there is no co-ordinated national system. Bob Hay, of FAST, said, "If this was fostered

by the DES then it would be the way forward".

FAST is concerned because of widespread pirating of educational software, which has led to many producers leaving the field. They claim that a licensing scheme similar to the one which exists for photocopying would benefit users as well as producers.

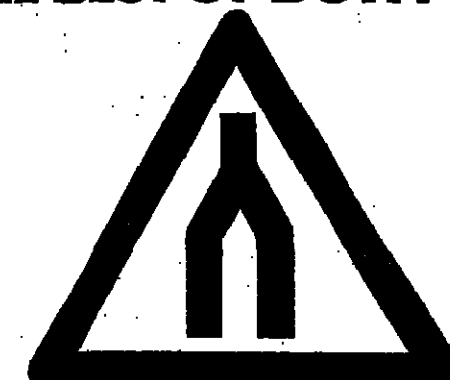
SHELL LINK

Shell Link is a new competition which has been designed to develop the computer skills of pupils and foster links between primary and secondary schools in the West Midlands.

Further information is available from Deirdre Colledge, Education Department, Shell UK Limited, Stainer House, 10 Holliday Street, Birmingham.

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MicroCODIL
By Chris Reynolds
BBC Micro/Master (Available on 40- or 80-track, single or double-sided, DFS or ADFS)
Full system £50; *History Project Pack* £10; *Sampler package* £5
Codil Language Systems, 33 Buckingham Road, Tring, Herts HP23 4HG.

MicroCODIL is a microcomputer version of CODIL, a knowledge-based management system that works on mainframes. As with MicroProlog, knowledge bases can be constructed and interrogated. Unlike MicroProlog on the BBC, the software is held on disc rather than ROM, and the amount of data that can be searched is not limited by the BBC micro's tiny memory.

MicroCODIL works in a radically different way from procedural programming languages such as Basic. Anyone approaching it with Basic-style expectations is likely to find it more unattractive than those who start from total ignorance. Recognizing that many users are overwhelmed by the power of the system, Dr Reynolds has just released a £5 sampler package with three knowledge bases and simple documentation (step-by-step instructions and exercises). These acquaint you with the system's features by way of concrete examples, and include some fine challenges in inductive problem-solving. Able pupils could be given this material as it stimulates.

The full system comes with 12 sample knowledge bases in addition to the software. They span a splendid range of activities. For primary use, *Music* provides a range of simple tunes. *Kings* covers monarchs of Eng-

Cabbages and kings

Jacquetta Megarry looks at an information language that covers many things

land, and *Birds* contains information on English birds. The secondary examples include *French* (a French/English dictionary), *Price* (which calculates the price of different goods), *Invent* (comprising inventories from the 17th and 18th centuries) and *Solids* (on the properties of solids in chemistry). *Boghod* is a historical detective story aimed at the 10 to 14 age group; it's an enjoyable way to see probabilistic information being processed automatically.

The sampler disc contains both *Solids* and *Boghod*, together with *Crisis* - essentially a random phrase generator simulating output from a news agency. Although the program itself is relatively trivial (and arguably more suited to other programming languages), the opportunity is well-seized to introduce you to controlling the system windows, with the option of stepping through the program operation; thus MicroCODIL can expose its workings to the user.

Boghod can be instructed to find the solution to the mystery by itself. At any stage the user can inspect the facts known to the system and can interrupt with questions. *Solids* can be explored both as a chemical database and also as an introduction to the features of advanced knowledge bases: 20 well-

chosen questions provoke hard thinking about how the system handles data and how different it is from Basic.

The screen design is excellent, with one glaring exception. The author's enthusiasm for right justification impairs the legibility of his text. On screen it nearly destroys it, as the straight right margin is achieved at the price of inconsistent spacing between words, interrupting the eye's rhythm. Apart from this oddity, his screens are attractive, with colour used consistently and wisely.

Dr Reynolds has gone to great lengths to solve the technical problems of compatibility all the way from the basic Model B through to the Turbo Master. The result is an attractive package for teachers who wish to investigate intelligent, knowledge-based systems. Beyond its use in computer studies and appreciation is a variety of uses for handling poorly structured information of any kind. MicroCODIL can handle approximate values, variable spellings and "fuzzy" definitions. Adding information which does not fit the original data structure is not only much easier than in Prolog, but it avoids the proliferation of nested brackets and their off-putting appearance. A progressive indent is used to display structure in the listings, which

are also easy to print out for close study.

A good example of a serious database application is the *History Project Pack* - a disc and 72-page manual - which comprises a substantial knowledge base (475 records) on a group of Hertfordshire farms and farmers in the 19th century. Parish registers, census returns, trade directories, land tax records, tithe returns and wills are combined and indexed to provide rapid access to information on any named person or place.

The manual explains how children can collect information from local records to feed into these separate knowledge bases, which the system then integrates. This contrasts with the inability of conventional databases packages to cope with differing record formats and different types of document. It also provides good examples of the system's capacity to handle poorly structured information of any kind. MicroCODIL can handle approximate values, variable spellings and "fuzzy" definitions. Adding information which does not fit the original data structure is not only much easier than in Prolog, but it avoids the proliferation of nested brackets and their off-putting appearance. A progressive indent is used to display structure in the listings, which

The main manual is hefty and off-putting. Although well written, it is poorly presented, with badly justified, dot-matrix output and many typographical errors (some of which have

also found their way onto the screen). Its main fault is that, for most people (pupils and teachers), it is vastly too long. While a sophisticated system with as many features as MicroCODIL clearly needs a technical manual, Dr Reynolds may have been unwise to write it himself.

Overall, MicroCODIL provides an attractive entrée to the study of intelligent, knowledge-based systems. There is an elegant simplicity built into its highly unconventional operation, and considerable attention has been paid to screen design and to providing windows that make the system transparent to the user. Its ability to deal with real-life information - in a variety of formats, complete with ambiguities and mis-spellings - is very impressive.

Provision of a range of interesting knowledge bases makes it easy to get started with MicroCODIL, and the new step-by-step instructions provide a vital starting-point. At £5, the sampler disc is excellent value and highly recommended. But if you then take up the offer of the full manual at £10, be prepared for something of a challenge. The jump from inspecting knowledge bases to constructing them is like the difference between reading a little French at your own gentle pace and making yourself understood when dealing with real French people talking at full speed - except that errors are less tolerated.

Although the knowledge bases are intended also to serve as possible models for teachers' do-it-yourself creations, I suspect that more explicit tutorial may be needed. However, if teachers cannot readily fit solo in MicroCODIL, maybe their pupils can help them on the way. It is certainly a task worth attempting.

In the swim

Pond Life
Software/activity pack
Granada Educational Software
Discs for BBC B/Master £18.85 inc VAT
Mercury Educational Products, PO Box 194, Sevenoaks, Kent TN15 8TZ.

This package, for use with nine to 13-year-olds, consists of two discs, together with an extensive activity pack to support theoretical and practical pond studies. The two parts of the pack support each other but can be used independently too.

The software has three options: "Identification", "Interrogation" and "Pond Modelling". In the first, a series of questions are posed about the pond animals that a student wishes to identify. Students work through these, referring to the animals' features, or answer "Don't know" for characteristics on which they have no clear information. The software responds with a variety of screen displays, such as the message "Your answers are too vague", a list of animals or pictures of two to four creatures that might fit the descriptions given, a single picture of an animal indicating a precise identification, or a message that no animal fits the student's descriptions. Unfortunately it is not possible to tell from this last response whether the animal to be identified has been incorrectly described or is not included in the software's database.

Students can then either retrace their steps through the questions, checking the accuracy of their answers, or narrow their search further. When a final identification has been made, annotations to the diagram can be added one at a time, or the data file on the animal can be interrogated. This file is a detailed page of information about the animal which can lead to further, more detailed information, or a print-out of the information, or an opportunity to search the data file for other animals with similar features.

In the pond modelling section, students can "construct" a pond or stream and stock it with a variety of animals and plants. When the simulation is run, the stability or otherwise of the simulated community of organisms is displayed over a period of time by a changing bar chart for each organism. Various "events" can also be made to occur, in which the balance of the pond is upset by outside influences such as pollution, drought, actions of fishermen or flooding.

In use, the identification part of the software quickly and efficiently works through the student's inputs and the



pictures displayed are attractive and quite accurate, given the limitations imposed by the computer graphics. The amount of information on each organism will certainly be sufficient for the intended audience. The software will be much enjoyed and will enhance a study of pond life at a variety of levels.

I was less enthusiastic about the pond modelling. This is initially very attractive, but it does not allow for students who attempt to construct an unrealistic pond model. For example, the program permits the student to enter the same animal 10 times over or a few inches of water plants, but not to create a better balance, which is likely. The visual display of the cross-

section of the pond is the same, whatever its chosen dimensions, and the display of plant life is not particularly realistic.

The accompanying activity pack including teachers' notes is very extensive; you get a lot of material for your money - 60 double-sided A5 cards giving pictures and details of many common pond animals and plants, instruction sheets for pond surveys and the use of the accompanying identification key cards, and general information and record sheets. This activity pack is available without the software at £4.90 and is a very valuable resource. The teachers' guide gives a wealth of background information and helpful organizational hints.

John Tranter

Leisure industry

The Micro At Work: Pack 4 "Mail Order"
Disc for BBC micro/Master 128 £9.90 inc VAT
Mercury Educational Products, PO Box 194, Sevenoaks, Kent TN15 8TZ.

To accompany *The Micro At Work*, Granada TV's successful series on computer applications, GSN Educational Software have produced several program packs. *Mail Order*, the fourth, is a simple business simulation package designed to give pupils insight into the problems of marketing and market research, selling and sales techniques, stock and stock control and budgeting. The manufacturers say that it can be used at various levels, even through to the end of the course, even though it is not possible (because there weren't any) after you have selected one of these displays.

However, it is based on the otherwise excellent Key software, the general data-handling package produced for the ITV Schools service, and which is supplied complete with the package. With Key, database selections can be made using words to delimit selections - no mathematical symbols are necessary. The accompanying documentation is clear, if a little brief. It remains to be seen how difficult it will be to incorporate *Mail Order* into the curriculum. This should be easier for those following the TV series, but I hope the software will be used more widely than that, since it is unique (as far as I know) and has been well prepared.

Mike Thorne

Extra

Adventure games and more software reviews can be found in the Primary Extra, pages 43-50.



Michael J Clark surveys a range of new materials for geography teaching

All around the world



It fails to live up to its potential and to the promise, with which it was launched, that "not only is it of global importance in the struggle to preserve our environment... also has specific relevance" to GCSE geography and science. Unfortunately the approach is something of an educational Page 3, with impressive pictures but little intellectual content behind them. The commentary notes are simplistic in the extreme, and the message is far too superficial to warrant this lengthy presentation. No teacher needs or wants 80 slides for one lesson, and a more focused and thoughtful approach would have been more effective in exploring this vital topic.

Soil Erosion - a Global Problem (Focal Point) could also lead to educa-

tional indigestion, since its three self-contained volumes total 120 slides. In this case, however, the potential is far greater, since the treatment is sensibly structured (soil erosion; soil deposition and wind action; study techniques and soil conservation), and the supporting notes are both full and rigorous. Carefully quarried, these three collections will fit into a wealth of teaching frameworks at a variety of levels from middle school to college. The material is helpfully balanced between UK and global examples, thus building on the advantages of familiarity before extrapolating to world-scale problems.

In terms of its general impact on the national curriculum, the slide pack *Norfolk from Space* hardly warrants a

high profile, but in every other sense it is to be commended. Sensible production and packaging, and the support of an exemplary explanatory booklet, allow this package to put many of the more "professional" materials reviewed here to shame. By its nature it cannot appeal to everyone, but if you do want a new view of the geography of East Anglia, or an informative case-study introduction to satellite remote sensing, this has much to offer.

Books and slide sets are familiar materials in the geography room, but it seems that they could be displaced in the near future by a flood of copymasters - an expensive way of buying originals from which to photocopy class sets. For the publishers, the motivation presumably lies in the plea-

sure of receiving some recompense from the photocopy. For the teacher, the incentive is to be found in the insatiable appetite of GCSE and similar curricula for worksheets and project material. For example, *You are a Transport Manager* introduces to the lower age ranges many basic skills involved in spatial awareness, scale concepts and decision-making. Most are purposeful in a geographical sense, but others (such as decoding Morse or digital messages) must seek justification on broader educational grounds if at all. Perhaps 31 cards with a varied set of questions, activities, puzzles and games from which the teacher is left to select at random represents the new horizon. Perhaps not.

Similarly, *People Making Geography* has an underlying structure focused on the establishment of a settlement around which a life style and land use pattern is built. There are plenty of decisions to be made, though little information on which to base them - and the best feedback on whether or not the chosen route is viable lies in the repeated exhortation to "look at someone else's". The essence seems to lie in a programmed learning approach, but without the programme. The presentation is very open-ended, and frequently the medium seems to take over from the message. Again, it is not always easy to see the structure within which ideas are supposed to develop, particularly in the case of making up geographical conversations (what will Steve's wife say when Mark suggests to her that she should only have two children?).

The same medium but with a more traditional content is represented by *The Americas* (Longman). It contains a series of maps, more than half of which simply depict features (towns, rivers, regions) by initial letters. The sole activity here seems to be to fill in the missing letters, a less than enthralling piece of creative geography after the 10th map. The other maps are rather more productive, carrying summary information which can be used to fill in the blanks in a descriptive paragraph on a variety of topics such as forestry in Canada or the population of Brazil.

Maybe this takes all the work out of lesson preparation, but if we are to end with maps then it is certainly more challenging, and almost certainly more fun, to delve into the packs of *Good Shopping Centre Plans*. The plans have been around for 20 years, but are constantly updated to provide a fascinating surrogate for fieldwork. The educational packs don't attempt to turn the teacher into a robot quizmaster or puzzle maker, but they do offer an invaluable helping hand in the task of conceiving and planning a set of intelligent and meaningful exercises for students at all levels from GCSE to university. Perhaps there is hope for geography yet.

Geography 16-19 Project: Superstores, hypermarkets and the environment £1.95 0 582 17318 3; *Studying natural hazards* £1.95 0 582 17309 4; *Human impact on the natural world* £1.95 0 582 17314 0; *Impacts of mineral development* £1.95 0 582 17313 2; *Water supply and the environment* £2.25 0 582 17324 8; *Longman Resources Unit*, 62 Halford Road, Layerthorpe, York.

Environmental Education Enquiries £4 (plus 40p postage). The Conservation Trust, National Environmental Education Centre, George Palmer Site, Northumberland Avenue, Reading, Berks RG2 7PW.

Geography and Careers: an Information Pack, £2.30 (members) £3.50 (non-members). The Geographical Association, 343 Fulwood Road, Sheffield S10 3BP.

Harvest of Dust, UNEP and ICCE, filmstrip £7.50 or 80-slides set £16.50 with optional cassette £4.50. International Centre for Conservation Education, Greenfield House, Gilling Power, Cheltenham, Glos GL54 5TZ.

notes

Teaching AIDS

AIDS - Young Adults' Project Pack Lynda Jones, East Berkshire Health Authority £7.99 (plus 50p p&p) Health Promotion Unit, Frances House, 81, Frances Rd, Windsor, Berks.

Great things come in small packages. The *AIDS - Young Adults' Project Pack* is so at a time when all similar material, despite being well-meaning, is wordy and complex is a credit to the author and a boon to the AIDS HIV education field.

The pack offers teachers a project-based approach ready for instant classroom use where the aim is to enable young people to explore and understand the problems that AIDS HIV currently poses. The pack is strikingly produced in a red, white, blue and black A5 format and consists of teachers' notes, project cards, information sheets and wallcharts. Each

of the six project cards has suggestions for discussions and projects covering specific AIDS HIV issues such as definitions, causes, risks, prevention and relationships. For example, on the "Aids - What is it?" card students are asked to write the script for a telephone information line, and on the "Who is at Risk?" card they are asked to conduct a survey of the portrayal of risky activities on television. Both the projects and the discussion topics are varied and extremely imaginative. The materials may be photocopied.

While it makes many demands on young people, perhaps the greatest plus of this pack is that it does not make extensive demands on teachers. They do not have to spend hours studying bulky manuals or notes and there is no expectation that they are experts on the subject. Instead the discussion and project structure allows for exploration of the issues using the knowledge within the group as the foundation stone. Such an approach results in the information being accessible and the experience stimulating. At £7.99, this easy-to-use, pocket-sized educational accessory is one which no school or youth club should be without.

David Panter

'HEALTH RELATED FITNESS: ITS PLACE IN THE SCHOOL CURRICULUM'

NORTH WESTERN COUNTIES PHYSICAL EDUCATION ASSOCIATION

present
A VIDEO AND ACCOMPANYING RESOURCE PACK
With commentary by Ron Pickering, OBE

For further information and order form, contact:
Mr J. M. YOUNG
2 Vanderbyl Avenue, Spital, North Wirral
Merseyside L62 2AF, United Kingdom

G.C.S.E. BIOLOGY TEACHER ASSESSMENT OF PRACTICAL SKILLS

IS THIS WHAT YOU HAVE BEEN WAITING FOR?

The package includes 20 A4 self-contained worksheets with introductory notes, instructions and questions for 40 experiments. Each worksheet is designed to be used with the video and the accompanying resource pack. The package is available for £10.00 (plus 50p p&p) from the publishers, G.C.S.E. BIOLOGY TEACHER ASSESSMENT OF PRACTICAL SKILLS, 100, The Quadrant, Bournemouth, Dorset BH1 1JJ. Tel: 01202 511111. Fax: 01202 511112.

Headships

Applications are invited from suitably qualified and experienced teachers for the headships of the following schools.

St Albans RC Voluntary Aided Primary School, Bury St Edmunds
Group 2 Ages 5-9 Number on Roll: 54
Diocese of East Anglia
(Re-advertisement)

Applications are invited from enthusiastic and experienced teachers of the appropriate age group for the appointment as Head of this modern three-class school on the outskirts of the historic town of Bury St Edmunds from April 1988. Candidates must be practising Roman Catholics. Previous applicants who wish to have their applications re-considered must please write to this effect. Application forms and further details are available from the Chairman of Governors, St Albans RC VA School, Bead Road, Bury St Edmunds, IP32 6SA, to whom completed applications should be returned by 20th November 1987.

Sidegate County Primary School, Ipswich
Group 7 Ages 5-11 Number on Roll: 512

The school is one of the largest in Suffolk and serves a catchment area on the eastern side of Ipswich. The school has been very active in curriculum review and is currently involved in the SCDC PRIME primary mathematics project. The appointment will date from the beginning of the Summer Term 1988. Further details and application forms are available from the County Education Officer at the address given below. Please enclose a stamped addressed envelope.

Cavendish C of E Controlled Primary School
Group 1 Ages 5-9 Number on Roll: 33

This rural 2 teacher school is situated in the attractive village of Cavendish in the Stour Valley. The appointment will date from either the beginning of the Spring Term 1988 or Summer Term 1988. Further details and application forms are available from the County Education Officer at the address given below. Please enclose a stamped addressed envelope.

Place Farm County Primary School, Haverhill
Group 4 Ages 5-9 Number on Roll: 200
(Re-advertisement)

This well-equipped modern school with a rising roll is situated in the town of Haverhill, in south-west Suffolk, approximately 20 miles from both Cambridge and Bury St Edmunds. The original market town, enlarged by GLC development in the 1970s, is now being further extended by considerable private building.

The appointment will date from the beginning of the Summer Term 1988. Previous applicants who wish to have their applications re-considered must please write to this effect. Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich, IP4 1LJ, (SAE please), and completed forms should be returned by 20th November 1987.

Suffolk County Council

PRIMARY HEADSHIPS

continued

BOLTON METROPOLITAN BOROUGH
ST BRENDAN'S RC VOLUNTARY AIDED PRIMARY SCHOOL, Brookfold Lane, Harwood, Bolton BL4 4DZ.
HEADTEACHER (GROUP 3)
Required from 1 January 1988 or as soon as possible thereafter.
Applications are invited from enthusiastic and experienced teachers of the appropriate age group for the appointment as Head of this modern three-class school on the outskirts of the historic town of Bury St Edmunds from April 1988. Candidates must be practising Roman Catholics. Previous applicants who wish to have their applications re-considered must please write to this effect. Application forms and further details are available from the Chairman of Governors, St Albans RC VA School, Bead Road, Bury St Edmunds, IP32 6SA, to whom completed applications should be returned by 20th November 1987.

BUCKINGHAMSHIRE
WATLING WAY COUNTY MIDDLE SCHOOL, Watling Way, Milton Keynes MK11 1PA.
HEADSHIP GROUP 3
Required from April 1988, a well-qualified experienced teacher for the Headship of this established middle school which operates an integrated department for children with moderate learning difficulties. In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area. Application forms and further details are available from the Education Officer, A. Plack, B.A., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 3AE, on receipt of an A5 stamped addressed envelope.
Closing date: 27th November 1987. (22109) 110010

BUCKINGHAMSHIRE
BOLTON COUNTY COMBINED SCHOOL, Marlow Bottom, Marlow BL7 3DP.
APPOINTMENT OF HEADTEACHER
Required from April 1988, a well-qualified experienced teacher for the Headship of this combined school. Application forms and further details are available from the Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 3AE, on receipt of an A5 stamped addressed envelope.
Closing date: 27th November 1987. (13409) 110010

Cleveland County Council

An equal opportunities employer.
Closing date: 20th November, 1987 unless otherwise stated.
Application forms and further details for the undermentioned posts obtainable from and returnable to the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN (Tel. Middlesbrough 248155, ext. 3016/7). Financial assistance with household removal expenses may be available in approved cases.

YARM PRIMARY SCHOOL, Spitalfields, Yarm, Cleveland, TS15 9HF.

Head Teacher (Group 6)

A Head Teacher is required for Easter 1988 for this large primary school formed in September, 1984 by the merger of infant and junior schools. The school, which has a 28 place nursery, serves an area of predominantly private housing in the south-west of the County.

LINTHORPE JUNIOR SCHOOL, Roman Road, Middlesbrough, Cleveland, TS5 6EA

Head Teacher (Group 5)

Applications are invited for the Headship of this junior school from January 1988, or as soon as possible.

ST. MARY'S R.C. (AIDED) INFANT SCHOOL, Tenbyson Avenue, Grangetown, Cleveland, TS6 7AD.

Head Teacher (Group 4)

Applications are invited from suitably qualified and experienced teachers for the Headship of this Infant School, available from January, 1988. The school includes an established 39 place nursery. Applicants should be committed Roman Catholics and good liaison with the two Parishes served by the school will be required.
Closing date for this post: 23rd November, 1987. (5383)

PRIMARY HEADSHIPS

continued

CALDERDALE METROPOLITAN BOROUGH
ST. MICHAEL'S CE (A) J & I SCHOOL, Meadow Close, Greensgrange, Sheriff Hutton, York YO21 3QU.
HEADSHIP GROUP 4
Required from April 1988 a Headteacher for this Group 4 School.
Applicants should be committed Christians and preferably a communicant member of the Church of England. Application forms and further details obtainable on receipt of foolscap SAE from the Rev. D. H. T. to whom completed forms should be returned by 30 November 1987. (22044) 110010

DEVON
Please see display advertisement on Page 51. 110010 (13593)

DORSET
ST. CLEMENT'S AND ST. JOHN'S C.E. FIRST SCHOOL, St. Clement's Road, Bournemouth BH1 4DZ.
Required from Easter 1988 HEAD-TEACHER GROUP 4. Applicants should be practising Christians and preferably a communicant member of the Church of England. This is a re-advertisement and previous applicants' interests should be kept in mind if they wish to be re-considered.
Details and application forms from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of SAE. Closing date 25 November 1987. (22043) 110010

HAMPSHIRE
BALKSBURY COUNTY INFANT SCHOOL, Floral Way, Salisbury Road, Andover.
Required April 1988. Group 3 - HEADTEACHER. A well-qualified experienced teacher, holding a Catholic Teachers' Certificate, for this Headship commencing April or September 1988. Application form and further details from Father Murphy, Austin Priory, Lower Blackhouse Hill, Hythe CT21 5LS (S.A.E. please).
Re-advertisement: Previous applications will be considered. Closing date: 20th November 1987.

Come and teach in Kent

HEADSHIPS NORTH WEST KENT AREA

Downview County Primary School, Junior Department (Group 4), Beach Avenue, Swanley, Kent.

School Roll: 185 (Autumn Term 1987). Required for April 1988. The school is situated in modern accommodation near the town centre of Swanley. Further details and application forms from: The Area Education Officer, 132 Windmill Street, Gravesend, Kent DA12 1BE (Enclosing a stamped addressed envelope). Closing date: 30th November 1987. The Authority operates a generous disturbance allowance scheme. Possibility of help with temporary housing in approved cases.

EAST KENT AREA

St Ethelbert's R.C. (Aided) Primary School, Dane Park Road, Ramsgate, Kent.

The Governors invite applications for this post to take up duties from September 1988. Candidates should be suitably qualified and experienced practising Roman Catholics holding the Catholic Teachers' Certificate. Further details and application forms may be obtained from the Area Education Office, 78 London Road, Canterbury, Kent (S.A.E. please) to be returned to the Clerk to the Governors, Fr. P. Whelan, The Presbytery, 72 Hareson Road, Ramsgate. Closing date: 27th November 1987.

SOUTH KENT AREA

St Augustine's R.C. (Aided) Primary School, Seabrook Road, Hythe CT21 5QE

Group 4. Applications are invited from suitably qualified and experienced practising Roman Catholic teachers, holding a Catholic Teachers' Certificate, for this Headship commencing April or September 1988. Application form and further details from Father Murphy, Austin Priory, Lower Blackhouse Hill, Hythe CT21 5LS (S.A.E. please).
Re-advertisement: Previous applications will be considered. Closing date: 20th November 1987.

Rolvenden County Primary School, Rolvenden, Cranbrook TN17 4LS

Group 2, Roll 60 (M). Applications are invited for this post from April 1988. Application forms and further particulars available from Area Education Officer, 3 Shorncliffe Road, Folkestone to whom applications should be returned by 20th November 1987. Re-advertisement: Previous applications will be considered.

DEPUTY HEADSHIPS

NORTH KENT AREA

Faithorby Junior School, Chilham Road, Gillingham, Kent ME8 6ST
Group 6. Required for 18th April 1988. Applications are invited from suitably qualified and experienced teachers for this post. Opportunity to share responsibility for organisation and development of the curriculum and to assume the role of consultant in a major curriculum area. Please state special interests. Informal visits are welcome.

MID KENT AREA

The Holy Family R.C. Primary School, Blaknorr Road, Park Wood, Maidstone ME15 8PS.
Teacher for class of 4th year juniors. Responsibility for Boys' Games. Please state other curricular interests. Applicants must be practising Catholics with Catholic Teachers' Certificate. Their parish priest should be given as a referee. Closing date: 27th November 1987.

SOUTH KENT AREA

St Marys C.E. (Aided) Primary School, Weston Avenue, Ashford TN23 1ND
Required for January 1988 or April 1988, teacher for 2nd/3rd Year Junior class initially, with responsibility for co-ordinating and developing Science throughout the school. Informal visits most welcome. Telephone: Ashford 26531. (53839)

KENT
County Council

MAIN SCALE

NORTH WEST KENT AREA
West Kingsdown County Infant School, Fawkhams Road, West Kingsdown, Sevenoaks, Kent. TN15 6JP Telephone: West Kingsdown 3484.
January 1988. Teacher required willing to work as part of a team. Visits welcome.

NORTH KENT AREA
Gillingham, Thames View C.P. School (Junior Department).
Required for January 1988. Teacher to join the Lower School team. Applications welcomed from experienced teachers or beginners. Closing date 20th November 1987.

MID KENT AREA
The Holy Family R.C. Primary School, Blaknorr Road, Park Wood, Maidstone ME15 8PS.
Teacher for class of 4th year juniors. Responsibility for Boys' Games. Please state other curricular interests. Applicants must be practising Catholics with Catholic Teachers' Certificate. Their parish priest should be given as a referee. Closing date: 27th November 1987.

SOUTH KENT AREA
St Marys C.E. (Aided) Primary School, Weston Avenue, Ashford TN23 1ND
Required for January 1988 or April 1988, teacher for 2nd/3rd Year Junior class initially, with responsibility for co-ordinating and developing Science throughout the school. Informal visits most welcome. Telephone: Ashford 26531. (53839)

Unless otherwise stated, applications should be sent to the Head of the School concerned (SAE please).

Doncaster
Metropolitan Borough Council
Directorate of Education Services

HEADSHIP VACANCIES (AVAILABLE EASTER 1988)

Qualified teachers are required at the following schools. The vacancies are created by the retirement and promotion of the previous Headteachers:-

- Group 5
Rossington Tornadoe First School, Gatfield Lane, Rossington, Doncaster. DN11 0NO
Roll: 283 (including nursery)
- Group 4
Wardworth First and Middle School, Meadow Rise, Wardworth, Doncaster. DN11 0BW
Roll: 147
- Group 3
Scawby Roadside Middle School, Enlay Road, Scawby, Doncaster. DN6 8NQ
Roll: 123
- Group 2
Scawby Roadside First School, Roadside Road, Scawby, Doncaster. DN4 8SU
Roll: 141

Application forms and further details available from the Director of Education, Priorygate, Doncaster, DN1 3EP, to whom completed forms should be returned by 20th November 1987. We are an equal opportunities employer and welcome applications irrespective of race, sex or disability. (53823)

Redbridge
London Borough
THE CITY
A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Headteachers

GEARIES JUNIOR SCHOOL
(Group 5),
Garis Hill Crescent, Ilford, Essex
(Salary £17,751, plus £795 London Allowance)

RODING PRIMARY SCHOOL
(Group 6),
Roding Lane, Woodford Bridge, Essex
(Salary £18,998, plus £795 London Allowance)

Applications are invited for the above posts, which become vacant from 1 September, 1988. Further details and application forms are available from the Director of Educational Services, 258-260 High Road, Ilford, Essex IG1 1NN (tel. no. 01 478 3020, ext. 3136) to whom completed forms should be returned by 20 November. (53834)

NORTHERN AREA HEAD TEACHERS

(1) Honeyhill Community Primary School, Peterborough.
Group 5 plus community allowance.
The school meets the needs of 360 pupils and the local community.

(2) Orton Wislow County Primary School, Peterborough.
Group 4. (for 210 pupils)
A new school, opening in September 1988, to serve a recently developed housing area in the Orton township. Head to be appointed from April.

Required for April 1988. Possible housing assistance. Further details and application forms available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). Closing date: 27th November 1987.

PRIORSLEE COUNTY PRIMARY SCHOOL, PRIORSLEE, TELFORD
Application forms and further particulars from The County Education Officer, Education Dept. Shirehall Abbey Foregate, Shrewsbury, SY2 8ND. SAE essential at least 28.7.87 to be returned by 23rd November 1987. (53821)

CAMBRIDGESHIRE
An Equal Opportunities Employer

Metro Rochdale
EDUCATION DEPARTMENT

HEADTEACHER GROUP 6

St Mary's Voluntary Aided Primary School, (The Governors are the employers) Wood Street, Langley, Middleton M24 3GL.

Suitably qualified and experienced applicants should be practising Roman Catholics and should hold the Certificate in Religious Education.

Application forms available on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, to be returned to the Chairman of Governors, Reverend Father J. Sweeney, Our Lady of the Assumption Presbytery, Bowness Road, Langley, Middleton M24 2HN no later than 20 November 1987. (53822)

AN EQUAL OPPORTUNITY EMPLOYER

Shropshire Education Committee
EQUAL OPPORTUNITIES EMPLOYER
PRIMARY HEADSHIP GROUP 4

Applications are invited from suitably qualified and experienced teachers who are committed Christians for the following Headship which will become vacant from April, 1988. The person appointed will be required to develop this newly modernised and extended Primary School which works within an exciting Ecumenical Project.
Dawley C.E. (Aided) Primary School
Dawley Road North
Dawley
Telford
Shropshire TF4 3AL

Application forms and further Particulars available from P.B. Cates, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire SY2 8ND
Closing date 27th November, 1987. (54032)

Shropshire
County Council

SUTTON
LONDON BOROUGH OF

HEADTEACHER GROUP 6

The Avenue Primary School
Avenue Road, Belmont, Sutton, Surrey.
To commence duties on 14th April 1988. This is a 2 form entry primary school with approximately 395 pupils on roll aged 5 to 11.

Further particulars and application form obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL. Tel: 01-661 6741 (24 hours answerphone service).
Closing date: 20th November, 1987.
An Equal Opportunity Employer (53813)

SUTTON

EDUCATION DEPARTMENT

Headteacher
ST. JOHN'S R.C. (AIDED) SCHOOL, Horsham
Salary: Group 3

Required April 1988 (or January if possible) for this Group 3 school. Applicants should be experienced practising Catholic teachers.

Application form and further details from the Education Officer for Mid Sussex, Beckworth House, Black Hill, Lindfield, Haywards Heath, West Sussex RH16 2DU (s.a.e. please).
Closing date 20th November 1987. (53821)

west sussex

SURREY COUNTY COUNCIL

- * FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
- * Temporary housing may be available.
- * Generous relocation expenses in approved cases.

HEADSHIP
WESTFIELD COUNTY FIRST SCHOOL
Westfield Road, Westfield, Woking, GU22 9NG
(Estimated NOR January 1988 is 131)
HEADTEACHER required from April 1988 for this Group 3 school for pupils aged 5-8 years.
Salary £16,500 p.a.
Application forms and further details from the North-West Area Education Office, Lymore, 9 Heathside Road, Woking, Surrey, GU22 7EU.
(Stamped addressed envelope please).
Closing Date 27 November 1987. (53333)

Cheshire
MABLIN'S LANE COUNTY PRIMARY SCHOOL
Headteacher
(Group 3)

The Authority invites applications from sensitive teachers who are committed to a child centred philosophy of education who can respond to the challenge of opening this new school in September 1988.

The appointment will be from Easter 1988. Further details and application forms are available from (Send SAE) The District Education Officer, Delamere House, Delamere Street, Crewe CW1 2LL. Closing date Friday 20th November 1987. (53823)

NORTHERN AREA
GLADSTONE COUNTY PRIMARY SCHOOL, Peterborough. Group 6 plus social priority allowance (410 pupils on roll).

HEAD TEACHER
Required for April 1988. A high percentage of the pupils come from ethnic minority backgrounds. The cultural and linguistic diversity of the school is challenging and exciting. Possible housing assistance.

Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). Closing date: 27th November 1987.

CAMBRIDGESHIRE
An Equal Opportunities Employer

HEAD
Required for

SILFIELD COUNTY PRIMARY SCHOOL, Wymondham, Nr. Norwich (Group 1)
Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date for applications 20th November 1987.

Norfolk
County Council

Old Road,
Bridge 2713
NOR 236
Junior class
there are wel-
from the Head
address. The
(53832)

EXTRA

Take one micro, an adventure game and a few ideas...

One day there was a young knight called Sir Gandolfo. His girlfriend had been captured by the giant Deromabus and his pet dragon Ember. Deromabus was going to give Ember his lunch. Sir Gandolfo's girlfriend! ...

Sir Gandolfo rode through the forest. Suddenly two vampire bats glided out of a tall tree. The brave knight slipped off his bow and fired two arrows. Scared, the two bats flew off, back to their cave.



So let the children dream

Above is an extract from a story written by two 10-year-olds who had worked on the adventure game *Martello Tower*. It is just one spin-off from using such computer software in the primary classroom. The story was eventually made into a book and illustrated. Now a year later it is well thumbed but still read and continues to interest many children.

We continue to think of new ways to stimulate the children and to encourage imaginative writing. Some of the best known include listening to a piece of music, showing and discussing a picture, reading poetry or prose or even allowing the children to play in the snow. I remember taking a class of 11-year-olds to a derelict site and just standing by the fence talking and discussing. The only writing the children did on location was to jot down adjectives that came to mind as they were talking, discussing and observ-

ing, but the results were extremely rewarding.

Computer adventure games are another way to motivate children to write effectively. Indeed, they will offer opportunities to develop the four main communication skills of reading, writing, talking, and listening, but they do far more than just stimulate the children's imagination.

Adventure games can be used as the basis for a cross-curricular project. While one group of children are working at the computer two or three other activities can go on at the same time, all related to the adventure. They might be of a scientific nature, historical, geographical or even mathematical. The project would last for a minimum of half-a-term to get the best out of all that the program offers.

This kind of software is only limited by our imaginations. The work away from the computer is equally important, so there is no need for more than

RON GANDOLFO

one micro in the classroom. The computer is naturally integrated and enhances what we are already doing. It is one more activity.

Adventure "game" is an unfortunate term as this immediately conjures up the idea of a space invader type of program that requires little intelligence to "zap" a few aliens. Educational adventures are far from this.

An adventure game simulates a situation of the imagination. For example, in *Dragon World* the children enter a fantasy world and have to find the five magical teeth of Bewgo. They encounter riddles to puzzle out, music to listen to, baby dragons to feed, as well as problems to solve, and that's all before entering Part 2, where The Town of Treasures is tackled.

Dragon World is an educational

package which offers far more than just the software. It could be successfully used by any junior children and is even suitable for older, less able pupils. The pack consists of an audio tape of the exciting story and original music for dance/drama, a two-part adventure, four supplementary programs including a music synthesizer, an illustrated story book, a comprehensive user's manual, a wealth of ideas containing over 100 suggestions for classroom activities and illustrated record sheets.

While some children are working at the computer adventure, travel posters could be made to visit Dragon World, music could be composed for a drama production, work on eggs and incubators, or dragon stories from other countries could be read. There are endless ideas to go with such a superb pack.

My class of 10-year-olds were excited throughout their encounters with *Martello Tower*, a mathematical adventure. The program is set in the future with the object of exploring the old tower and eventually finding an exit, in as few moves as possible. During exploration the children are faced with many problem-solving activities which are often best discussed and looked at away from the computer. In one room they are challenged to "the stick problem". The object of the exercise is to take the last stick from a given number. There is a maximum that can be taken each turn and the computer always lets the children go first.

The software provides many useful starting points for discussing how to tackle such problems at the same time the children want to learn as it helps them through the program. The problems also lead to numerous mathematical discussions and work away from the computer. There were sessions with the children working with square, triangular and prime numbers.

The program also offers many other starting points of a cross-curricular nature, including history, geography and science. Ideas might include a study of the sea, the navy, defending a port, where to find Martello Towers and even a visit if this is feasible. Coupled with its more obvious number and language ideas, the program is ideal for a term's project.

Adventure programs help develop logical thought and general problem-solving skills, and at the same time provide motivation. The *Martello Tower* is no exception. This is another prime example of an adventure game that offers the possibility of exciting cross-curricular project work. The children are given the chance to help Alf, who is an elf, to free the kind from the wicked witch, who has stolen the treasure and hidden it. The scenario is *Elf World*, where many enchanting encounters can take place.

This is the recipe for much exciting and stimulating creative work. At the same time it can provide opportunities for investigating real animals or reptiles, as well as discussions about good and evil. The program is aimed at upper infants and older children in the first instance, and lower juniors and older children in Part 2, which is on a separate disc and only available after successfully completing Part 1. Details are provided in the teacher's notes.

There is always a great danger when children get stuck, of giving them too much information to aid their journey. Sometimes it helps if you don't know

the answers yourself, then you can give anything away. However, it is a good idea to know your software, but let the children make the mistakes and find out for themselves. To this end they will at some time need to draw maps as they discover *Elf World*, or even make a three-dimensional model using clay or card or a combination of materials.

Why not use an adventure game as the starting point for a "fantasy day"? This happened to us purely by way of an accident, but in the future we may have a "pirate day" or "circus day" any day or week around a chosen theme.

When workmen were repairing the school roof two classes had to vacate their rooms and operate together in the school hall. Two days of activities were planned. Children in mixed groups of age and sex were asked to discuss and design an imaginary world.

Using PE apparatus, stage furniture and puppets, the children created their worlds. These were decorated with scenery, creatures and figures of many descriptions. It was called "The Dark Side of the Moon" and the music by Pink Floyd with the same title was played while the children explored the worlds they had created. Afterwards the children were asked to write about their experience.

If more planning time had been available, arrangements would have been made for the children to dress up for the occasion, to add to the "mystery" of what was being created. There would be opportunities to invite parents into such a project too. Children (and adults) thoroughly enjoy using their imagination, thinking of the most incredible things, and this is an opportunity to reward for children to write things down all the time but thoughts can be voiced and discussed on and enjoyed. So let the children dream.

All these programs were used with BBC Micro permanently in the classroom. If the micros in your school are still a scarce resource, do seriously consider block timetabling for long periods of a half-term minimum, so that you can get the best out of your computer. Integrating your computer work with the rest of your classroom activities will encourage a situation where it would be used in a flexible, creative and imaginative way. And then the magic starts.

Dragon World is available from Atlantic Educational Resources, Linden Park, Rock Park, Barnstaple, Devon EX10 9AQ. It costs £17.64 and is available on disc for the BBC and RML computers. *Martello Tower* - the BBC version is available from Anita Straker, Marnham, St Mary Bourne, Nr Andover, Hants SP11 6AY. £12 for a single copy or £65 for i.e.a. licence. An i.e.a. version is available as part of the *Primary Problem Solving Pack*. An i.e.a. version is due out soon, available from ILECC, John Ruskin School, London SE5 0PQ.

The *Martello Tower* is available from MAPE (Micros and Primary Education) for the BBC computer on i.e.a. discs costing £120. The disc includes three other programs. Contact Keith Williams, 149 Sherbourne Avenue, Nottingham CV10 9JF for details.

Ron Gandolfo is a deputy headteacher in the London Borough of Croydon.

EXTRA

Theory and practice

Can you manage?

PAUL HARRISON

Teaching Infants. By Trevor Kerry and Janice Tollit. Basil Blackwell £5.95. 0 631 15073 0. Primary First: A Handbook for Primary Teachers. By Sandra Soper. Oxford University Press £6.95. 0 19 918149 7.

Readings in Primary School Management. Edited by Geoff Southworth. Falmer Press £7.95. 1 85000 246 0. £16.95. 1 85000 245 2. Managing the Primary School. By Joan Dean. Croom Helm £7.95. 0 7099 4525 6. £19.95. 0 7099 4530 5.

Concept Development in the Primary School. By Peter Langford. Croom Helm £19.95. 0 7099 4162 5.

The response of a cynical parent to my extolling the virtues of a member of staff was: "Well if she's that bloody good why is she still only a primary teacher?" The idea persists that intelligence and pedagogic expertise are directly proportional to the age of the children taught. Indeed, the draft proposal for *Teaching Infants* was rejected by one publisher on the grounds that "Infants' teachers cannot cope with references".

The book is divided into 20 units, each dealing with a theme such as classroom organization, learning through play, building early number skills, the conceptual basis of the infant curriculum. Each unit is made up of classroom-based tasks for the teacher, together with analysis and discussion of skills, practical suggestions and theoretical background.

Suggestions abound, particularly in ways to plan and evaluate a concept and a skill-based, rather than content-based, curriculum, and for monitoring pupils' progress. The fully referenced theoretical support is refreshingly crisp, concise and jargon-free, and the highly tabulated format will enable busy, harassed teachers to use the book selectively to fulfil their own professional needs.

In contrast to the analytical coolness of *Teaching Infants*, *Primary First*, aimed at trainee and newly qualified teachers, is a bustling chatterbox of a

book. I read the 256 pages in one session, smiling many times at Sandra Soper's chalkface wisdom: "... first aid post (this is often a tin-box in the secretary's drawer)". "Trudging round the playground with a semi-efficient trundle wheel discussing last night's TV is hardly active participation maths". "Handwriting, like tying shoelaces, will gain very little from the discovery method of learning." And anecdotes abound. Like the one about her two-year-old daughter merrily chopping her way through a live slug - used to illustrate her view that children do not have an innate respect for living creatures.

There is advice for every occasion, from how to prepare your classroom for the first day to tips for the Christmas play. However, the author does sometimes assume ineptitude in newly trained teachers: "Those of you who know which school you will join can make an appointment to visit the school by ringing or going to see the head". And: "It would be helpful if you could offer a choice of dates and times for your appointment." Really?

To be really useful, the book needs to be much more comprehensively indexed. "Display" and "Storage" for instance, which merit sub-headings in the book, are neither in the contents nor the index. And frequently she says that there are "plenty of books" on a particular subject, yet refers to none.

Just as primary teachers are inferior to secondary teachers, primary schools are just smaller secondary schools, so most of the recent plethora of books on school management seem to believe. They do not acknowledge that smallness generates different management requirements. *Readings in Primary School Management*, it is claimed, "explores the distinctive characteristics of primary schools" and is critical of "the appropriateness of organiza-

tion and management theories which are not grounded in primary schools". The readings are grouped into four sections: "Roles and Responsibilities", "Roles and Relationships", "Curriculum Management", and "Evaluation and Effectiveness".

The four readings of the first section focus on the management roles of headteachers, deputy heads and curriculum postholders. The central argument is that school management and advice about school management should be less prescriptive and autocratic and based more on the collegiality and collaboration of staff.

In the second section it is argued that, in primary schools, because of the generally small number of staff, the distinction between teachers as professionals and teachers as persons becomes blurred. Teacher development should include training in interpersonal and social skills in the context of the particular school.

In the light of current events, one fears that editor Geoff Southworth's plea in section three that the curriculum "should be regarded as a process of discovery not a point of arrival" is in vain. And H. S. J. Richards's invitation to join the "sustained debate (about the curriculum) that is already beginning" has sadly been overtaken by events.

The final section includes an overview of classroom action-research, i.e. schemes for self-evaluation and an extract from the Inner London Education Authority's widely used *Key Factors for Effective Junior Schools*. The purpose of teacher appraisal is questioned. One view is that it should be "a process whereby teachers learn about their

teaching and the children's development".

Readings in Primary School Management concerns itself with the broad issues whereas *Managing the Primary School* describes itself as a "bread and butter book". It is an immensely practical book with 233 closely-typed pages aimed at heads (particularly new ones) and senior staff and deals with every management situation imaginable. And although the theory is there, it never obtrudes.

The approach is highly analytical. The first chapter discusses the tasks and skills involved in primary headship such as identifying aims, objectives and policies, organizing learning and communication. Having been identified, these then form the focus of each of the subsequent chapters where they are broken down into sub-tasks.

Each chapter lists questions for a head to consider in assessing her own situation. The chapter on the curriculum, for instance, asks: "To what extent does our curriculum enable us to achieve our aims?" "Can we justify all that we teach?" "Does the provision for each child offer a coherent curriculum with adequate continuity?"

The book is so full of analysis and assessment checklists that one almost anticipates a checklist of checklists. However, its mechanical structure belies its content. The book is not prescriptive, nor does it advocate autocracy. In the chapter "Managing Change" it says: "There is much to be said for the collegial mode in primary school, because it helps to ensure that there is a unity about what is happening and involves important elements of staff development." Throughout, it sets out alternative strategies, leaving the final choice to the head.

Just the thought of all the management tasks that a head is currently expected to keep on top of can induce

apoplexy. Used as a handbook, focusing on one thing at a time, this book would be invaluable to the head who feels he just doesn't know where to begin.

It is like me, your knowledge of concept development more of less starts and ends with Plaget and you want to catch up on more recent developments then *Concept Development in the Primary School* may be the book for you. But if there are any teachers willing to fork out £20 for this slim Australian volume, I suspect it will have little impact on their practice. Indeed, some will have the distinct feeling that granny is being taught to suck eggs.

We learn for instance that Plaget's view that "real understanding" develops mainly through practical activities has been superseded by the idea that it develops best through a combination of "observation, instruction and practical work".

And we learn that Plaget underestimated the technical problems of drawing. He believed that the young child draws what it knows, not what it sees. But recent research suggests that when a child draws arms attached to a head for example, it is not because she thinks arms grow from heads. When presented with a ready drawn head and body, many of the same children positioned the arms correctly. We are also told that the belief that by learning different number bases the child is better able to understand base 10 is false. The chapter on science suggests that Plaget underestimated children's mental models for physical processes such as those of electricity. "It is now believed that qualitative or comparative explanations of cosmography, heat, work, energy, electric current and atomic structure can readily be introduced in the upper grades of the primary schools."

So those of you whose children don't spend all day on practical activities, who show children how to draw, who keep locked up all but base 10 of your Dienes apparatus and who do topics on electricity, you can breathe a sigh of relief, you've got it right. But if you're that bloody good...

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Poetic Writing in the Primary School.
By Pie Corbett.
Available from the Kent Reading and Language Development Centre, Christ Church College, Canterbury, CT1 1QU. £2.50.
Exploring Poetry: 5-8. By Jan Balaam and Brian Merrick.
Available from NATE, 49 Broomgrove Road, Sheffield, S10 2NA, £4.95. (£3.95 to NATE members.)

These two inexpensive booklets describe how to get pupils both to write and to enjoy poetry. Put together with enthusiasm and expertise, they shine out like beacons in the present dark night of low teacher-morale. Every school should buy them, not just for the excellence of their ideas but also because they are living proof that however discouraging the education picture may now be at national level, within the classroom, gifted teachers continue to produce work equal to and at times perhaps exceeding the best that can be found anywhere else.

Evidence for such high praise is amply on show in each of these books, with Pie Corbett, a poet as well as a primary headteacher, including some truly enchanting pupil poems in his pleasantly informal *Poetic Writing in the Primary School*. Taking his cue from Adrian Mitchell's remark that "Most people ignore poetry because most poetry ignores people", Corbett sets poetic tasks in the classroom that are consistently lively and intriguing. Shared experiences ("Visitors to school"); recalled events ("Going to the dentist"); common activities ("Sneezing") or simply going out and looking at things are all suggested as starting points, with sensible tips for teachers on how to help pupils structure the poems that result.

Correct spelling and handwriting are not taken too seriously at this stage, given that "standards" here refer to something more important than mere clerical accuracy. Nor is there any hint of excessive praise for everything or anything a child may write, with the section on spotting weaknesses and suggesting improvements one of the best in the book.

Once poems have been written, there are plenty of ideas for what to do next when it comes to sharing finished work with other children, parents or the local community. And after reasonable poetic confidence has been built up, no mean feat in a culture where poetry remains somewhat suspect, there are hosts of games, riddles, comic forms and other interesting challenges for a class to take on, including some possible poetic uses of a computer. Lucky the pupils in Mr Corbett's school, though now his ideas are in print, others can share in the same poetic bonanza, combining hours of enjoyment with a special and valuable form of learning.

Exploring Poetry: 5-8 is also about enjoyment, but this time through experiencing poetry rather than writing it. Based on two years' work in Jan Balaam's primary school classroom in Devon, the authors open by printing a number of popular, previously published poems then go on to discuss how best to use them with children. Each poem chosen illustrates a different type of approach, whether this means

concentrating on exciting sounds, touching and feeling or particularly sharp visualizations. Other sections focus on rhythm, the ballad and poems that share anxieties such as Roger McGough's *Bully Night*.

Ideas for developing subsequent lessons are always presented under the same three headings. *First Encounters* involves reading the poem aloud and asking pupils to talk about any ideas it gives them. After that *Development* aims at linking the poem to other popular activities such as role-play, mask-making, painting, music-making or dancing, with plenty of practical suggestions for setting these up in the most effective way. Last, under *Extras*, more activities are suggested for those occasions when enthusiasm for a poem still continues to grow, long after the teacher has become stuck for new ideas. Each section then finishes with titles of other related poems also worth a try, with a final chapter reprinting some of those special favourites revisited and re-worked by pupils over the two years at pupils' own request.

Exploring Poetry: 5-8 also contains 17 full-page photographs taken by Brian Merrick of this particular infant class in action. These are not just there for decoration: the intent look on the children's faces, as well as their obvious enjoyment testify that this book describes something vital and real, well worth other teachers attempting for themselves. Let's hope many will not open to the type of grading and measurement techniques currently under discussion in Government circles, few can doubt after reading both these books that many pupils will still come away from these lessons considerably advantaged in ways that really matter.

Nicholas Tucker



James Peet for Joan Downer's "Cat Poem". From 'Junior Poetry Anthology' Book 4: Unicorn and Lions by Maira Andrew (Macmillan Education £3.95).

All Kinds of Writing Books 1 and 2. By Bill Forward.
Cambridge University Press. £2.95 each. 0 521 339855/33986 3.
Write From the Start Stage One Teacher's Guide £3.00. 05 003944 X. Book 1 £1.95. 003945 8. Book 2 £2.75. Book 3 £3.25. 003946 6.
Oliver and Boyd.

The teacher's aim should be to help children to write for a variety of contexts and audiences. Ideally, the curriculum as a whole will work towards this—there will be the writing up of observations in science; there will be letters of thanks for musicians who have visited the school; there will be match reports for the school magazine. To judge a school's writing simply by what happens in English lessons, therefore, might be very misleading. Nevertheless, many teachers welcome some help in ensuring that their pupils are led beyond the more mundane classroom writing tasks, and it is them that the carefully constructed textbook can help.

The two-book course *All Kinds of Writing* identifies 16 kinds of writing—including "Writing directions", "Writing Plans", "Writing about feelings"—and has a unit about each, with perhaps a snatch of literature, some pictures, some discussion points and some writing tasks. "Writing about Feelings", for example, in Book 1, starts "Everyone has feelings. We get sad and happy, frightened and lonely, angry and jealous. We are always feeling something".

There really is nothing terribly wrong with this. What worries me is the thought that there are teachers who need this degree of help, and who cannot actually sit a class down to discuss feelings in a more spontaneous way.

Write from the Start has a much earlier starting point. Book 1 begins with a picture of a jolly dragon waving to his six-year-old readers and saying "Hello, I'm Dickon the dragon. I'm here to help you." Further down the page he says, "Now, I tell you who are. Write it like this..." The idea is very much. It is well thought out—for instance, printed in "handwriting" and full of fun. I particularly like the picture sequence in which the dragon goes down the front of Miss Jones's blouse. (Though she does not create her clearly has its head stuck in her cleavage and its backside waving in the air, probably counts as bowdlerization.) The approach of this series, too, is to identify kinds of writing and to give suitable material and tasks. There is a sensible teacher's book which warns against letting the children plough on unaided, and emphasizes the role of discussion.

Books 3 to 6 are for juniors, possibly overrunning into early secondary, and have their own teachers' book. I have seen only Book 3, which is lively, makes good use of blank speech bubbles and also has examples in facsimile handwriting.

Gerald Hargis

Cassettes Listen with Mog

may prompt pupils' own imaginative work or send them to books by the same authors.

Some of the excellent unabridged fiction on cassette for junior children can be used as serialized listening, ending in suspense—for example, Helen Cresswell's *Lizzie Dripping* or Gene Kemp's *The Turbulent Term of Tyke Tiler* (both Puffin Cover to Cover, two tapes £6.99). Stopping the



K.M. Peyton's 'Going Home' tape at particular points can provide superb discussion.

In K.M. Peyton's *Going Home* (Chivers, two cassettes £8.50 + VAT), Milly and Mickey, temporarily abandoned by the irresponsible mother they love, are sent on a French holiday with quarter parents. Are they right to start a dangerous escape across France to get back to their mother? Will it solve problems, or create more? A tremendous new release, Jan Mark's *The Dead Letter Box* (Puffin, Cover to Cover £3.99), throws up thoughts on friendship. Should Louise remain loyal to her "best" friend who treats her so meanly? Why is Glenda so mean to Louise?

Nicholas Fisk's *Monster Maker* (Chivers, three cassettes £10.95 + VAT) and Zena Cyrus's *The Secret of Kelly's Yard* (Chivers, two cassettes £8.50 + VAT) are just two of a growing number of titles with boys at their main characters. It is also good to see new tapes reflecting children's social diversity. Mary Ann's life in Catherine Cusson's *A Grand Man* (Chivers, three cassettes £10.95 + VAT) is dominated by her drunken father in working-class Tyneside; the Baxter Gang in Robert Leeson's *Wheel of Danger* (Chivers, two cassettes £8.50 + VAT) includes Ram and his explore an old mill on the Yorkshire Moors; James in Jill Pat Walsh's *Gaffer Samson's Luck* (Chivers, three cassettes £10.95 + VAT) has just moved to the East Angles; Jan Mark's *Frankie's Hat* (Chivers, two cassettes £8.50 + VAT) illustrates class differences when a child takes over her sick mother's job as a chair for a week for moneyed Chivers who signs coffee while Rhonda cleans the neglected debris in the kitchen.

Whigmaleerie has a catalogue of Scottish stories. Mary Queen of Scots is a moving and engrossing series of dramatized reflections of the young queen. The attractive book follows the tape word for word, each available separately or with actively cast audio and video. *Whigmaleerie* cassette £2.99, book £2.50; boxed with cards £5.95. *Prince Charlie* is their latest, well-produced historical release. Drake Educational Associates' full list includes legends and historical background. Just released are *Whigmaleerie Stories* (DEA £4.50 + VAT each), two stories on three cassettes which show everyday Edwardian life from a child's point of view. The 12 titles in *Pickwick's History Series* (Pickwick cassette £2.99, book £2.49 each) are also interesting. Plenty of projects could follow from all these.

Rachel Redford

Puffin Cover to Cover, Denise Hume Lockridge, Marlborough SN6 4EP. Chivers Audio Books, Chivers Press, Publishers, Windsor Bridge Road, Avon BA2 3AX. Drake Educational Associates, 9 Fagans Road, Fairwater, Cardiff CF5 3AE. Whigmaleerie, Main Street, Balmuccia, Edinburgh EH14 7EQ.

Governors & Governing

DEALING WITH DISCIPLINE

The cane has gone but did it ever have anything to do with discipline, asks David Fryer

The word "discipline" has a strangely old fashioned ring to it amongst all the new words, abbreviations and acronyms that we now deal with in the education service. Nonetheless discipline, whatever we mean by it, remains tremendously important to the general ethos and conduct of a school and the way in which that school is regarded by pupils, parents and the community. The conduct of the school is under the direction of the governing body (Section 16), and obviously the school policy on discipline is a significant part of this responsibility.

There are many aspects to the topic of discipline and it is worth listing some of these before going on to look at the 1986 Act provisions in more detail. Disciplinary procedures for both teaching and non-teaching staff are important, if hopefully rarely needed, and are referred to in Section 41 of the 1986 Act. What I am concerned with here however, is discipline for pupils. It is worth noting, though, that another of the governor's responsibilities, that for premises, (Section 42 of the 1986 Act) is also relevant.

I turn now specifically to the 1986 Act. Tucked away in the miscellaneous part of the Act is Section 47 which abolishes the use of corporal punishment—from this school year onwards. This fortunately avoids the pitfalls of an earlier proposal that there could be two categories of pupils in schools—the beaten and the unbeaten. The definition of corporal punishment is a strict one and refers to any intentional application of force as punishment; not just the use of a cane but also slapping, throwing chalk and general rough handling. The use of corporal punishment will render a member of staff liable to civil action but it will not be a criminal offence, providing the punishment is moderate and reasonable. Governors must ensure that corporal punishment is also abolished in their schools and play their role in discussing with the headteacher what alternative sanctions might be appropriate where such punishment had been used before the new legislation.

Sections 22 to 28 of the 1986 Act are devoted to pupil discipline and Schedule 3 to the Act describes appropriate appeal procedures. These sections will be reflected in the new Articles of Government that for existing county schools should be in force by September 1988. Existing governing bodies of county schools, by the way, should, during the school year, be asked for comments on the new draft Instruments and Articles.

In commenting on the draft Articles, governors may wish to look closely at the sections on discipline. Sections 23 to 27 are largely concerned with the exclusion of pupils, and governors must be clear about the terminology. The word "exclusion" incorporates circumstances that may previously have been termed "suspension" but a distinction is made between temporary exclusion and permanent exclusion (expulsion).

The references in the Act to questions of exclusion are quite long and complex but in brief these are the main features:

1 Only the headteacher has the power to exclude a pupil and Section 65 (1) of the Act defines this as exclusion on disciplinary grounds—either temporary, indefinite or permanent.

2 Section 23 requires the headteacher to inform parents about an exclusion without delay. The parents (or the pupil if aged 18 or over) can then make representation to the governing body and the I.e.a.

3 Certain exclusions (for more than five days or during a public examination period) must be reported by the headteacher to the governing body and the I.e.a., with reasons for the exclusions.

4 The purpose of Section 24 is to ensure that at all times it is clear to parents either exactly for how long their child has been excluded or that the child has been permanently excluded (expelled). This section allows the I.e.a. to overrule a headteacher and governing body if, after due consultation, it feels that the period of exclusion is excessive and to set an alternative date for reinstatement. The Secretary of State appreciates that this may be a sensitive issue in some cases and assumes that for most short-term exclusions the I.e.a. will merely note the position. For longer term exclusions the Secretary of State hopes that directions to reinstate will not be made hastily without consideration of all the facts.

5 Governors need to consider their own system for proceeding on receiving notice from the headteacher of an exclusion. Chairman's urgent attention may be needed in some cases and in others governors may need to meet.

6 A direction by the governing body to reinstate a pupil is always binding on the headteacher.



7 Section 25 sets out the position for aided and special agreement schools which are similar to the Section 24 provisions. The main difference in aided schools is that the I.e.a. may not direct the reinstatement of a permanently excluded pupil.

8 Section 26 sets out an appeals procedure that can be used by a parent (or a pupil) or the governing body of a county or controlled school where a pupil is permanently excluded. The appeals procedure is set out in Schedule 3 to the 1986 Act and the appeals will be heard by the same type of panel set up under the 1980 Act to deal with school admission appeals.

Unfortunately the procedures may be rather more complicated than the simple version set out above and governors should ensure that they have a good knowledge of them, how the procedures are embodied in their Articles of Government and indeed in their own I.e.a.'s code of practice and advice to headteachers. Section 28 of the 1986 Act (in effect from September 1987) does give the I.e.a. reserve powers to take such steps as they consider necessary to prevent the breakdown, or continuing breakdown, of discipline at a school.

This rather legalistic approach to exclusions is not at the heart of good disciplinary policy. The part of the 1986 Act which comes closest to the "real thing" is Section 22, where the headteacher is charged with promoting, among pupils, self discipline, a proper regard for authority and encouraging good behaviour of an acceptable standard. This duty is to be performed in accordance with any general principles and guidance determined by the governing body.

In helping headteachers determine policy, governors could do worse than look at a recent HMI report in their "Education Observed" series—read No.5 entitled "Good Behaviour and Discipline in Schools" 1987. There are some useful insights based on observation of schools and examples of good practice. The document ends with a summary of principles of good practice; chiefly they are:

- explicit policies establishing clear principles and setting boundaries;
- positive climate for the whole school;
- all the school's activities (including a well-planned curriculum) contributing to the climate;
- a range of rewards and privileges as well as sanctions;
- a good example set by the school's leadership (which must, of course, include the governors);
- a school ethos grounded in the quality of relationships;
- full use made of the wider partnership with the local community and supporting agencies.

Sooner or later governors may well come across seemingly intractable disciplinary problems that could attract considerable media attention. When this happens it is a very great strength to have already in place open, trusting and supportive relationships between the headteacher, the governing body and the I.e.a. All the legislation in the world will not produce the right answers without such co-ordination but, of course that applies to most of education policy for schools.

D. W. Fryer is deputy secretary for education, Cornwall.

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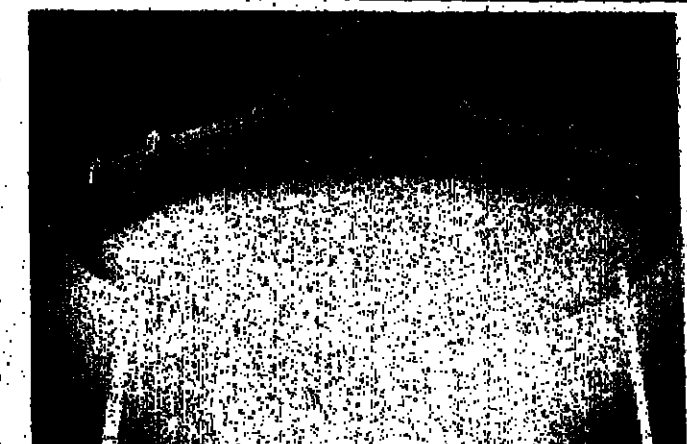
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Governors & Governing

What makes a good school?

STAFF

The quality of the staff, argues Keith Anderson, and explains what governors can do about it

There is nothing more critical to a "good" school than the quality of its staff. It is the teaching and non-teaching staff who determine the quality of children's educational opportunities. It is from such staff, through processes of encouragement, admonition and imitation, that children learn and acquire standards and objectives of their own.

The importance of appointing and motivating staff to achieve the highest levels of performance has long been recognized. School governors, in discharging the duties and responsibilities that the 1986 Education Act has given them, should be looking to see how they can contribute to improving the quality of the school through its staff.

The purpose of this article is to highlight areas where governors should be involved in school staffing matters, and to suggest ways in which that involvement might be exercised.

Paying the teachers

The number of teachers (or their full-time equivalent) to be employed in the school will be determined by the I.e.a. Similarly, within the parameters laid down by the new School Teachers Pay and Conditions Document (1987), the I.e.a. will decide the number of teachers who may be paid as deputy heads, and the number entitled to receive the new incentive allowances.

The teachers in county, controlled, special agreement and maintained special schools will be the employees of the I.e.a. and their appointment and dismissal will be under the overall control of the authority. In aided schools, teachers are the employees of the governors; and thus different arrangements for their employment, which will be specified in the Articles of Government, will apply. The I.e.a. will still determine the size and shape of the teaching establishment in an aided school, and will need to consent to appointments.

What are the new incentive allowances? Under the new scheme for teachers' pay, a range of incentive allowances, A to E, replaces and extends all the previous payments for posts of special responsibility in schools other than for the headteacher and deputies. The number of incentive allowances posts permitted in a school is now related to a percentage of the total teaching force of the school rather than to a calculation based on the number and age of the pupils. The introduction of the new scheme is likely to be complex in the early stages of the transition from one pattern of allowances to another.

How does a teacher qualify for one of these allowances?

The I.e.a. or the governors in the case of an aided school, must be satisfied that any teacher receiving an incentive allowance fulfils one of the following criteria:

1. Undertakes responsibilities beyond those common to the majority of teachers.
2. Has demonstrated outstanding ability as a classroom teacher.
3. Is employed to teach subjects in which there is a shortage of teachers.
4. Is employed in a post which is difficult to fill.

Selecting the teachers

For some time, the government has been concerned that the practices employed in recruiting headteachers are not as professional as they should be. Several researches have been undertaken to try to identify the most effective selection processes. The variety of approaches to headteacher selection across the country has been considerable. In the 1986 legislation, the Government has concentrated on clarifying the division of responsibility between the governors and the I.e.a. (though the consultation process on the next round of legislation has already revealed second thoughts on that).

In any event, selection skills are not easily acquired, and governing bodies should give careful thought to how best to prepare their members for their part in this function.

Appointing the head

In all schools except voluntary aided where the arrangements for the selection and appointment of a headteacher are a matter for the governors, a selection panel must be set up comprising a set number of I.e.a. representatives and governors, with a minimum of three from each and with the governors never to be in the minority. The selection panel is responsible for interviewing such applicants for the post as they think fit, and recommending one of the candidates to the authority for appointment.

Who decides how many meetings the selection panel should have?

The secretary of state may make regulations as to the meetings and proceedings of selection panels, but in the absence of these and because the appointment of staff is overall under the control of the I.e.a., it will be for the authority to determine such matters as shortlisting and preliminary interviews; this will normally be done in consultation with the governors. It is customary for the chief education officer, through his senior officers and advisers, to produce a long list of applicants who, by virtue of their qualifications and experience, are worthy of further consideration for the headship. In some authorities, it may be the practice for officers and advisers to conduct preliminary interviews.

What happens if the selection panel cannot agree which candidates should be interviewed? The governors on the panel may nominate not more than two applicants for interview and, similarly, the I.e.a. representatives may nominate up to two.

What happens if the panel is unable to agree on a person to recommend to the authority for appointment?

The selection panel must conduct further interviews, if necessary arranging for the post to be re-advertised.

Can the I.e.a. refuse to appoint a person recommended by the panel?

Yes, although it is very unlikely that this will happen if there has been close consultation between the governors and the I.e.a. at all stages. If the authority refuses the panel's recommendation, then the panel must undertake further interviews.

Is the authority always required to advertise the vacancy for a headteacher?

No. Where two or more schools are to be discontinued and a new school established in their place, the I.e.a. may, in consultation with the temporary governing body for the new school, appoint one of the headteachers of the discontinued schools.

How do governors acquire the necessary expertise to be able to participate effectively in the selection process?

While some members of the selection panel may already have experience in selection techniques, the government has exhorted all I.e.a.s and governing bodies of aided schools to review their practices in headteacher selection, to arrange for selectors to have training for this role, and for I.e.a. officers and advisers to provide support. This is an area where governors can expect many authorities to be giving priority in the future.

... And assistant teachers?

Other than in the circumstances mentioned below, it is the responsibility of the governing body to make recommendations on appointments to the authority. The governing body may delegate this responsibility to one or more governors, to the headteacher, or to one or more governors and the head acting together. The exceptions will apply where:

1. The authority has decided that the post should not be retained on the school's establishment, for example, where pupil numbers are falling.
2. The authority has decided to transfer a teacher already employed, or about to be employed, by them. This situation could apply in the case of teachers who have to be redeployed from over-staffed schools, or those who have been appointed to the

service of the authority rather than a particular school such as those appointed straight from college to a central pool for their first post, or those who act in an unattached or peripatetic role in the authority.

Does this mean that the governors have no say at all if the authority decides not to advertise the post but to appoint by transfer? Not at all. If the authority decides not to advertise the vacancy, the governing body is entitled, in consultation with the head, to determine the specification for the post to which the authority must have regard when considering whom to appoint. (Governors should always ensure that a suitable job specification is prepared for all vacancies, whether to be advertised or not.)

If the authority decides to make an appointment with which the governing body disagrees, then that must be reported to the next meeting of the appropriate education committee. However, authorities are required to manage their resources effectively, both in financial and manpower terms. From time to time, it is necessary to redeploy staff from one school to another either as pupil numbers fluctuate, or to protect the basic curriculum.

... the Deputy Head

The 1986 Act allows I.e.a.s to provide, through the Articles of Government, for the appointment of deputy heads to be conducted either in accordance with procedures similar to those for heads, or to those for assistant teachers.



... acting appointments

The Act requires it to be the duty of the authority, where the post of headteacher is vacant, to appoint an acting head after consulting the governing body. It would be normal practice for the deputy head, where one exists, to be so appointed, although this decision is at the discretion of the authority.

What sort of professional advice can the governors expect to receive in the process of making staff appointments?

The headteacher should be involved in all stages of the staff selection process. Indeed, few governing bodies would even contemplate embarking on such an exercise without relying very heavily on the advice, experience and recommendations of the headteacher. The authority's advisers will often give assistance in appointments, particularly of senior staff, advising on the job description, selection of candidates, and the appointment itself.

It is important that governors should make use of this advice when it is the same advisers who may be required to advise the chief education officer on whether or not the governors' recommendation should be approved. As far as the appointment of a headteacher is concerned, the chief education officer or a representative is entitled to be involved at all stages to give advice.

How confidential are the references?

Much will depend on the referee. As far as I.e.a. references are concerned, it is still the tradition in most authorities that the references are given from one CEO to another, in confidence, and although relevant information will be passed to the selection panel, the references are not the property of the panel and may not normally be duplicated or circulated. Some references are now "open" and will have been shown to the candidates.

Individuals who have agreed to write references would normally do so in the expectation that their comments will be made available to the headteacher and the selection panel.

Are there any questions which governors are not permitted to ask of candidates?

The 1944 Education Act provides that a person shall be disqualified by reason of his religious opinions or practices from being a teacher in a county or a voluntary school. It thus follows that it is improper to question a candidate for appointment in such a school about his religion. This does not apply to candidates for a voluntary aided school or to teachers seeking to become reserved teachers in a voluntary controlled or special agreement school. Similarly, questions about the politics or union affiliation of candidates are improper.

Traditionally, in the English education system, teachers have contributed to the whole development of children, both in and out of the classroom, and not simply through transmitting information and skills. It is, therefore, permissible to ask candidates about the contribution they would make to the life of the school apart from their direct classroom teaching, although in doing so, governors should have regard to relevant provisions in the teacher's contract, particularly now the national conditions of service have been introduced for all teaching staff.

Can governors refuse to consider a woman, a man, for appointment to the vacancy for deputy head?

No. Equal opportunities legislation makes it illegal for appointing bodies to consider the sex or racial origin of a candidate for appointments, other than in very exceptional circumstances. Governors should be most careful to ensure that candidates are considered solely on their individual suitability for the post.

Similarly, the race relations legislation makes it illegal for appointing bodies to consider the race of candidates in determining their suitability for posts. Even indirect references to the sex or racial origin of a candidate (for example, questioning whether a woman applicant would find difficulty in caring for her own children, or whether a member of a minority community could relate effectively to the culture of the pupils) are highly prejudicial.

Improving teacher performance

The actual appointment of a first teacher to a school is only a part of the process of ensuring the quality of that school through its teaching staff. A properly structured and managed programme of staff development is required if all teachers are to be encouraged and enabled to give their best.

The teacher on probation

All new applicants to the teaching profession are required to serve a probationary period, normally one year. It is for the authority to decide at the end of that period whether the teacher's practical efficiency is such that the probationary period can be regarded as satisfactorily completed.

The first year of teaching is a particularly demanding one, and the probationary teacher will need professional and pastoral support. The school should have a well-structured support programme for the new teacher who will be much encouraged if he knows the governors regularly and sympathetically enquire about the welfare of probationers.

Staff development

It is not just teachers new to the profession who may have difficulties; all teachers need support and encouragement to achieve success. It should be the aim of every school to ensure that its teachers are properly motivated and supported, not just to perform well in the school, but to develop their own careers to the utmost through appropriate training and experience. It is for the headteacher, in the context of his overall responsibility for the organization and management of the school, to make the necessary arrangements to provide development opportunities for staff. Governors should take an interest in the way in which staff are developing and, in particular, the prospects for those with career aspirations.

The Secretary of State has made it clear that he will be looking in the not too distant future to I.e.a.s to make arrangements for the appraisal of the performance of teachers. Governing bodies will be asked to provide assistance to the I.e.a. in these arrangements and ensure that they operate effectively in each school. Many schools and authorities are, in

fact, already experimenting with a variety of appraisal schemes which are intended to be supportive of the teacher and help him to perform more effectively.

Conditions of service

The 1987 School Teachers Pay and Conditions document now provides national conditions of employment for headteachers, deputies and assistant teachers. Although these conditions have been introduced by the Secretary of State through legislation, the details conform closely to the draft conditions of service that emerged from long negotiations between the local authority employers and the teachers' professional associations. While it is the responsibility of the headteacher to manage his staff in a manner that is consistent with their conditions of employment, governors need to be aware of the provisions of the document, and the range of duties that teachers are legally required to perform.

Given the circumstances in which the new conditions of service have been introduced, i.e. by imposition from the Secretary of State rather than by negotiated agreement with the teachers' associations, it is inevitable that in the early stages at least there will be some difficulties over interpretation and implementation. Governors can play a useful part in listening and trying to resolve locally any complaints there might be by teachers that the new conditions are being unreasonably applied, either by the headteacher or the I.e.a.

Dismissal

The Articles of Government for schools will outline a procedure for the dismissal as well as for the appointment of teachers. It is most important, if the need to consider dismissal should arise exceptionally, that the procedures required by the authority, the Articles, and Employment Protection Acts should be meticulously followed. Should such a situation arise, or be likely to arise, the governors, through the headteacher if appropriate, should seek early advice from the I.e.a.

Who is empowered to dismiss a teacher - the governors or the LEA?

In an aided school, the governors are empowered to dismiss, although the I.e.a. has to concur with that decision. In all other schools, it is the responsibility of the authority to make the decision to dismiss a teacher. The authority must, of course, consult with the headteacher, unless he is personally concerned, and the governing body before the dismissal decision. The authority must also consider any recommendation from the governing body that a teacher should cease to work at the school.

Each authority will have its own arrangements for a teacher to appeal to a body of elected members against a dismissal. Any governors who participated in an initial hearing which recommended the teacher's dismissal would be disqualified from sitting on the appeal body.

Suspension

The governing body and headteacher have the power to suspend any teacher where, in the opinion of the governing body, or the head, his exclusion from school is required. When exercising that power, the governing body must inform the I.e.a. immediately, and end the suspension if directed to do so by the authority. It should be emphasized that suspension is not a disciplinary act in itself, but may be implemented pending a hearing of what could be a disciplinary matter. A teacher under suspension will normally continue to receive salary.

Redundancy and early retirement

Although these need not necessarily be linked, the need for most authorities to devise strategies for managing the contraction of the service has led to the introduction of schemes of early retirement with pension enhancement linked to redundancy payments. The 1986 Act requires the authority to consult the governing body and the headteacher before permitting any teacher to retire in circumstances in which he will be entitled to compensation for premature retirement. The actual arrangements for voluntary early retirement are a matter between the teacher himself and the authority.

What should the governors do if they believe they have a poor teacher in the school?

The problem should first be discussed with the headteacher because of his responsibilities for the management of the teaching force. If concern about the teacher's capability is justified, the head (frequently in consultation with the I.e.a. and the authority's advisers) will, after drawing the teacher's attention informally to the ways in which his performance is deficient, provide him with the necessary training, support and supervision to improve his performance. If this fails to achieve the necessary improvement, the headteacher will need to have recourse to the authority's disciplinary procedures.

When the performance of the headteacher is in question, the governors will need to seek advice from a senior I.e.a. officer or adviser about the course of action to be followed. Hopefully, however, they will previously have been able to share their concerns with the head to see if there are problems which they can assist the head in overcoming.

The responsibilities for governors of aided schools will inevitably differ in emphasis from the above, since it will be the governors who may have to take the ultimate decision to invoke a disciplinary procedure or even consider a dismissal. In all circumstances, however, it is important that they seek the advice of the headteacher, if appropriate, and the I.e.a.

Non-teaching staff

This article has concentrated for the most part on the responsibilities of governors towards the teaching staff in their schools. Non-teaching staff also have a most important part to play in the school. The detailed responsibilities of governors towards the non-teaching staff are likely to be prescribed by local, rather than national, regulations.

Although the detail may differ, the principles will be similar. As schemes of local financial management are extended whereby governing bodies have greater responsibility and discretion for the deployment of resources within a school, so it is likely that a greater degree of prescription will be required in terms of their relationship with the different categories of non-teaching staff.

Changes on the way

The 1986 Education Act markedly increased the responsibilities of governing bodies with regard to the staffing establishments of their schools. The intention of the government, through this legislation, has been to increase the amount of responsibility and authority vested in a school governing body. This process will undoubtedly place pressures on governors, but the Government hopes that by broadening the membership of the governing body there can be a fruitful process of greater local autonomy and community interest in a school, linked to a closer and genuine working relationship with the local education authority. Acquiring the skills, expertise and experience to perform this extended and responsible role is going to be a considerable task, but I.e.a.s are already committed to doing their part to assist governors to perform these greater responsibilities as effectively as possible.

But all is not yet finished. Just as we thought we had come to terms with this distinctive and significant change of role, we learn that there is to be further legislation in the next 12 months which will devolve still further many of the responsibilities of local education authorities on to governing bodies. Although the proposals are only at the consultative stage, it could well happen that governing bodies would be given discretion over how many and which staff they should employ, would be given responsibility for the selection of headteacher, teachers and other staff, and would generally have the autonomy in staffing matters already enjoyed by aided schools.

Governors would be responsible for meeting the costs of supply cover from within an overall budget and for determining themselves money matters relating to premature retirement, redundancy and dismissal. Already it is forecast by the DES that certain changes will be required to the staffing provisions of the 1986 Education Act. The sooner, then, that governors come to terms with the requirements of last year's legislation, the better placed they will be to cope with those of next.

Keith Anderson is chief education officer, Gloucestershire.

Governors & Governing



Mind that red Renault!

Ted Wragg

When I first started teaching in the early 1960s, governors seemed to be much the same as when I had been a pupil myself: elderly, seen once a year when winched on to the platform for Speech Day, a complete irrelevance so far as the teachers and pupils were concerned. No teacher ever knew or enquired about the contents of a governors' meeting. It was assumed that they met in the library once a term, largely to plan the date and time of the next meeting.

Few of us had ever met a governor, let alone been interviewed by one for our post. Folklore had it that one or two were occasionally unleashed on an interviewing committee to ask applicants if they liked children, or candidates for head of modern languages posts if they could speak French (in retrospect, perhaps, not such a barmy question at all).

Changes in the nature and use of governing bodies have brought governors more directly into contact with teachers from the very beginning of their career in the school. It is commonplace nowadays for appointments to be made by a sub-committee of governors rather than through the personal patronage of the head or local authority adviser. Governing bodies which have been excluded from appointments, because of the local authority's redeployment problems, for example, will increasingly make a fuss about having a teacher foisted upon them.

Relationships between governors and teachers have a built-in tension. Teachers are professional people, governors are in the main amateurs, so some teachers may feel scorn, others anxiety, about the involvement of lay people in their professional work or career prospects. Even those who fully recognise the importance in a democratic society of a professional/community partnership are bound to feel occasional tension when the borderline between legitimate influence and undue interference, a difficult and diffuse distinction to draw sometimes, is overstepped.

The question of staff appointments raises several of these delicate issues. Many governors, aware of the sensitivity of their position on an appointing committee, are inclined to be too deferential for fear of being over-bearing. Although few governors would want, or even be able to ask the more probing specialist questions, as posed by professionals on the

committee, they need not be afraid to put intelligent commonsense questions which experts often overlook, or which professional decorum sometimes rules out, nor to offer their views of applicants as people and potential teachers of their own children if they are parent governors.

The same good sense is required when difficult matters of discipline arise. One school governing body had to deal with the tricky case of a teacher who took a 14-year-old girl to a night club without her parents' knowledge. In these circumstances the spontaneous reactions of governors who were parents or members of the local community were as relevant to the discussion as those of the experts who could advise on the county's disciplinary procedure.

Some heads arrange occasional joint meetings between teaching staff and governors. If the governors' meeting begins at 5pm, it is possible to invite those governors who can come early and those teachers who are willing to stay on, to meet together at 4.15pm for a cup of tea and a discussion of some pressing issue, perhaps a new development in the curriculum, a problem like falling pupil numbers, a proposed re-organization or a professional matter like the introduction of teacher appraisal and how it will be handled. Joint meetings can be very fruitful and it is a pity that teachers' industrial action has tended to reduce the possibility of such gatherings in recent years. This might be one legitimate use of teachers' extra-curricular hours once new contracts of employment are fully introduced.

Major problems in the relationship between teaching staff and governors will be avoided if good sense is exercised and power is not abused. Particular responsibility falls on the chairman of governors, and one story of a staff appointment shows how confidence can soon evaporate if someone behaves in a crass manner.

At an interview for a senior appointment the chairman of governors astonished fellow governors and members of the selection committee alike by asking the first interviewee what car he drove. A Renault was the answer. And the colour? "Red", replied the baffled candidate. He was then given a ferocious grilling by the chairman, who also rejected him out of hand at the summing-up stage.

After the interview the I.e.a. adviser who was present asked gently what the significance was of the man's car. "Have you seen all those political stickers on it?" replied the angry chairman. At this point the head explained that the slogan-covered red Renault in the school yard actually belonged to the art master. Somewhere in Britain one bewildered red Renault owner is probably still wondering what he ever did to offend.

Governors & Governing

Getting to know each other

STAFF

Alison Kelly gives a personal viewpoint

"Governors and staff. Keep them well apart. It causes nothing but trouble if they get to know each other," said a headteacher to me recently. Fortunately this head is unusual. Heads like this will become an even rarer breed if governors take seriously their statutory responsibilities under the '86 Education Act.

"The conduct of the school (shall) be under the direction of the governing body," says the Education (No 2) Act 1986. What does this mean you might well ask? It means that as a governor you will be expected to make decisions, with your co-governors, on a wide range of issues which affect the conduct of the school, its aims and its functioning. It means discussing not just the work of the special needs department but also what goes on at lunch-time, in after-school clubs, the arrangements for new pupils. It means acknowledging the good things in the school, it means working to change weaker aspects of the school. It means getting to know your school, its life and work, its strengths and weaknesses.

Governors often ask what power they have. None, is usually my response, unless they have earned it, and then it should be seen far more as influence than power. How do you earn influence and power? Through knowledge of the school, its life and work.

Staff are a key element in the life of a school. It therefore follows that to get to know the school you have to get to know the staff and what they do. And by staff I don't just mean teachers, but also the cleaners, the kitchen staff, the administrative staff, the librarian, the meals supervisors, the nursery assistants and many more.

You may feel that you already know the staff at your school, perhaps all too well, if you are a staff governor. If you are a parent governor you probably feel you know the strengths and weaknesses of your children's teachers and the teachers of your friends' children; you may feel you know everything there is to know. But being a colleague or a parent is very different from being a governor. As a governor you have a responsibility to get to know the whole school in a more formal way. You have a duty to ask questions, to expect answers.

How do you then set about getting to know

the staff and their work? I have seldom heard staff complain that governors spend too much time in their school and know too much about it. Only twice in eight years with the National Association of Governors and Managers have I been contacted by schools because they have governors who believe that they as governors have a responsibility for the day-to-day running of the school: the governors are driving the school to distraction, interfering in the school's running. "Give them the Auld Reppert" to read, I reply quickly, "they will soon understand their proper role".

Staff do complain very loudly, though, that governors do not spend nearly enough time in their school. They ask how their governors dare take decisions about the school when they appear to know next to nothing about it.

At one primary school where I was a governor we felt very strongly that governors and staff should get to know each other better. Governors were wary of staff remembering the ogres from their own school days. Staff were wary of governors, likening them to prison visitors or sanitary inspectors in Victorian times. The governors therefore decided to break the ice by organizing a party to which all staff were invited, from the cleaners, the secretary, the kitchen staff through to all the teaching staff. Then we could get down to the proper business of getting to know each other in a professional capacity.

At the governors' meeting following the party we talked about our duties and responsibilities including oversight of the conduct of the school. We had 25 governors and 15 classes. How best to organize ourselves? After discussions with the staff we decided that each governor should be linked with a class, and in addition should have a special responsibility for each of the main curriculum areas of the school and for other aspects of school life.

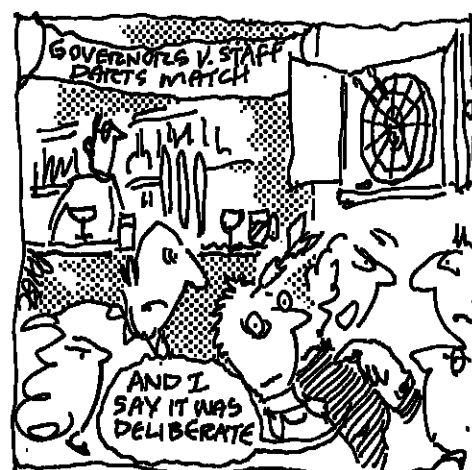
The chair of governors was allocated the headteacher as special "friend" with oversight of senior management thrown in. We hoped that by breaking the school down in this way whenever a subject was discussed there would be someone who could bring an informed, governor's view to the discussion.

We also asked teacher and non-teaching staff governors to write a short report each term for us. It is very easy to hear staff views only through the headteacher, and we felt we wanted to hear about the school from the staff perspective: their activities, their successes but also their areas of concern.

The governors felt that classroom visits should be on the agenda, but one or two staff

felt that they would prefer not to have their own special governor visiting the classroom. We respected this and agreed that we would spend time with them in different ways. We were mindful of Robin Auld's advice that we were not lay "inspectors". We bore in mind that adults, like children, do not thrive if they feel they are being threatened or criticized. We talked through with staff the problems of visitors to the classroom, how we should behave and what was expected of us.

Should we sit quietly at the back of the class, would we be expected to give a lesson (no, no, no!), could we look at pupils' work? We also turned for advice to the NAGM paper** on visiting a school. For our first visit we asked to be introduced to the students and to have our role as governors explained to them.



After each "formal" visit governors wrote a short report so that insights could be shared. These reports, coupled with written statements from teachers on their curriculum area, formed the basis for the next step.

For our next stage we asked if each of the staff with special responsibility for an area of the school, could come to a governors' meeting and tell us about their work. We felt that having to explain to governors what they were doing helped teachers work out their own aims and objectives for their subject. If staff could not explain to us what they were doing how could they possibly try to get their subject over to the children?

When the music post-holder explained her work partly by giving us the type of lessons she

*Auld, Robin. *William Tyndale Junior and Infant schools public inquiry*. LEA, 1976.
**NAGM Paper Number 21. Visiting your school.

might have given to one of her classes, she soon had us hanging out rhythms and singing rounds. We thoroughly enjoyed ourselves and learnt a lot about what she was trying to achieve. Given mutual trust and support, we were then in a position to talk with her about the good things in her job and the things which were causing problems.

Several staff have told me how at first they dreaded speaking to the governors, but that once they had taken the plunge they were delighted to have an opportunity to let other people know what they were doing. In fact in one school we had great difficulty persuading any member of the staff to come to tell the governors about their work. One "brave" teacher finally agreed to come. Once she saw that we listened attentively, asked fairly sensible questions and were impressed by her work she began to enjoy herself. She must have taken the glad tidings back to her colleagues. We then had teachers queuing up to tell us about their work.

On all the governing bodies I have served I feel that, as a result of knowing the staff and school, we have been in a far better position to take the right decisions to improve education for all pupils. We could support the school in the community, we could explain what the school was trying to achieve. We could press the education authority for more, and more appropriate, resources. All in all we were far better governors.

A few words of warning. One, you must make sure that you do not get caught up in any of the interminable warfare which seems to go on among any group who work very closely together. Your role is to be independent, without any axe to grind. You are there to take decisions for the good of the students and the school as a whole, not for one particular person, group or cause. Two, don't get too closely involved, for example if a close relative is a member of staff.

Three, if you have a concern as a result of getting to know your staff and school, don't spread your concerns around. Share them with the headteacher. Failing that, share them with your chair of governors. There might well be an explanation. Fourth, last and probably most important, if you want to take action as a result of the knowledge you have gained, you must get the permission of the governing body or the chair of governors. Otherwise you will be open to criticism. The authorities will probably refuse to listen to you and your concerns, which may be justified, will go unheeded.

Despite all these warnings do get to know the staff of your school. It is time-consuming, but you will get real insights into your school's achievements and its weaknesses, and will be in a far better position to support the staff in their important task.

Alison Kelly is secretary of Inner London NAGM.

Last week's case study dealt with a school going rapidly downhill. Joan Salis suggests what to do next.

Whenever a school enters what seems to be an irreversible downward slide there are usually no factors involved: failure of the governors to assume their corporate responsibility for facts honestly and courageously, and failure of the l.e.a. to assume its responsibility as employer.

A head must be found soon. In an emergency like this the l.e.a. should perhaps draft in someone hand-picked, or temporarily put in an interim. There must be a special meeting of governors and the whole staff.

In my view this must be approached in the context of the new teachers' contract in a way which makes it clear that failure to attend would be a breach. The meeting should not be a mere moratorium, but a positive approach to restoring confidence and morale in the school. Staff must be assured that the l.e.a. and governors consider that contact with parents must be renewed as a matter of urgency, and that teachers must be prepared to explain their policies and plans.

Structures have to be built up patiently and restored. It is better if the first events are held around something constructive such as a display of children's work, or discussion of a shared project. Parents should be informed that the school's problems have been discussed with staff and that a new chapter is beginning. Routine communication should from now on be frequent, clear and friendly.

What the school needs in the next stage is a big unifying enterprise - a trip, an exhibition, pageant, or performance in which all members of the school can be involved.

Sometimes it is imperative to shake people into realization of the dangers they are in, but staff must be encouraged in every way once their co-operation has been secured.

EXTRA

Musical arrangements

Calling the tune

The Nutcracker Easy Piano Picture Book. By Catherine Storr. Illustrated by Dianne Jackson. Faber £4.50. 0 571 10080 5.
Hansel and Gretel Easy Piano Picture Book. By Catherine Storr. Illustrated by Annabel Spenceley. Faber £3.95. 0 571 10083 X.

What should the well-dressed man be wearing? Well, the closing lines of *The Nutcracker* as retold by Catherine Storr reveal all: "... this real live man, with his handsome face and his elegant legs encased in perfectly-fitting Hussar's boots, was none other than the living representative of her own dear Nutcracker". The young heroine, Clara, is overcome.

The story of *The Nutcracker*, less well-known than Tchaikovsky's ballet music, is well written for children by Catherine Storr and evocatively illustrated in pastels by Dianne Jackson. The difficulty in designing these books (part of a growing Faber series) must lie in matching the standard of the piano arrangements to the story and pictures. Alan Gout's piano arrangements of the Tchaikovsky and Humperdinck scores are excellent, they lie well under the hand and are a pleasure to play. Genuinely easy, some arrangements fall within the grasp of a Grade 1 player, although the technical demands of playing consecutive thirds in the right hand (*Nutcracker*) must take the standard up to around Grade 3/4.

Aimed, I would think, at children between the age of about 7 to 13, the books succeed in telling classic fairy tales in an imaginative way and in providing extremely skilled reductions of full orchestral scores which preserve both the original harmonies and rhythmic interest. In class, children will be able to mount their own productions of classical ballet and opera. Both books would make excellent Christmas presents.

Caroline Heslop

Pitch In! The Oxford Percussion Course Stage 1 (Primary). By Jean Maughan. Oxford University Press. Teacher's Book £6.95. 0 19 321445 8. Wallcharts £22.50. 0 19 321446 6. Cassette £4.25 + VAT. 0 19 321447 4.

Following hard on the heels of their *Primary Music Stage 1*, this new course is further evidence of OUP's commitment to music education in the first school. The teacher's book contains 36 songs, each with piano accompaniment and guitar chords as well as percussion ostinati and follow-up activities, these being linked with the development of elementary music reading skills with the help of correlated display charts. The book also contains guitar and piano fingering charts, and information on classroom percussion instrument playing techniques.

There is much of value here. The songs, on the whole, form a stimulating and enjoyable collection, and are appropriate to the age-range. It's a pity, though, that they are all set in mood with one exception) and major in key. For although young children like singing lively tunes, we are in danger, as teachers, of limiting their emotional response if we do not consciously provide for them a variety of musical experiences, including those of a more contemplative nature. I would also have preferred a more carefully considered contribution to multicultural education; surely, for instance, there should have been at least one song from the Caribbean.

Piano accompaniments are ad-



A bullroarer player - from Howard Harrison's 'Paper Music'

quately, although sometimes marred by unnecessarily large left-hand leaps. Particularly helpful are the counting-in indications which are provided for each song. Associated rhythm activities are sensibly developed along Dalcroze lines, using the walking (crotchets) and running (quavers) analogies which can work well with children in this age-range. It should be said, though, that the notational implications are sometimes glossed over in such a way as to cause confusion at later stages of literacy development. It would also have been more logical to have introduced the pentatonic scale in its entirety, rather than settling for only four of its five notes.

Pitch In! is, nevertheless, a well structured course, containing many creative and interesting follow-up ideas for all primary teachers with an interest in music.

Michael Burnett

Musicaland. By Caroline Lumsden. Violin Book 1 1870 43310 6. Recorder Book 1 1870 43305 X. Theory Book 1 1870 43300 9. Musicaland Ltd, Churcham, Glos GL2 8AA. £2.99 each.

Musicaland is a fantastic place where Bessy Bee, Dora Dragonfly and Gareth Grasshopper live on the five lines of the staff, and are introduced by Mrs Treble. Children of five to seven years will be captivated by the antics of the creatures, and anyone who teaches, either individuals or groups, will be pleased to have new material which will help to sustain interest between lessons.

The content of each book has been carefully structured, providing a mixture of information. The rhythm patterns of the creatures' names, and the simple, but easily memorized chants introduce crotchets, quavers, semi-quavers and rests; the heads of the animals are all positioned on their note of the staff, eg Alfie Ant's head is in the second space up, thus positioning the note A; the words underneath each tune make singing an integral part of the learning, and such signs as bowing, repeats and breathing are incorporated throughout the books. There are opportunities to individualize the music, and children are encouraged to make up tunes, and dramatize the stories and songs.

Explanatory notes for parents and teachers are included at the back of each book, but the instructions on each page are simple and kept to a minimum.

Wendy Reynolds

Paper Music. By Howard Harrison. Collins £5.95. 0 00 138091 5.

This large attractive book could be just the thing for nine or ten-year-old DIY enthusiasts with an interest in sound makers. It contains sturdy, colourful press-out shingles to make 10 musical instruments, fully illustrated step by step assembly instructions, guidance on how to play them as well as music for 18 simple well-known tunes.

There are two soprano ocarinas, two alto ocarinas, one tenor ocarina, two C pipes, two nose-flutes, and a bull-roarer. The ocarinas and pipes are designed to play at concert pitch.

The introductory notes to each group contain some fascinating background details. Nose-flutes are played mainly in the Polynesian and Melanesian islands of the South Pacific where seven years will be captivated by the antics of the creatures, and anyone who teaches, either individuals or groups, will be pleased to have new material which will help to sustain interest between lessons.

The content of each book has been carefully structured, providing a mixture of information. The rhythm patterns of the creatures' names, and the simple, but easily memorized chants introduce crotchets, quavers, semi-quavers and rests; the heads of the animals are all positioned on their note of the staff, eg Alfie Ant's head is in the second space up, thus positioning the note A; the words underneath each tune make singing an integral part of the learning, and such signs as bowing, repeats and breathing are incorporated throughout the books. There are opportunities to individualize the music, and children are encouraged to make up tunes, and dramatize the stories and songs.

This is an imaginative publication, and reasonably priced.

Jean Gilbert

Books in class
Song books, Christmas music and primary plays reviewed on page 27

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TES 6/11/87

Arnold-Wheaton

A dangerous corner

CASE STUDY

This is one of a series of training exercises devised by Joan Salis to give governors practice in looking at the sort of problems which crop up often. They can be used in formal or informal training sessions. Suggested solutions will appear next week.

Queen's Court is a popular primary school in a leafy suburb. Its catchment area includes a high quality estate of new local authority housing and a wide variety of owner occupied houses, from modest semis to expensive detached properties. It has a good reputation, and most of the local children start there, though it loses a considerable proportion at seven to a private preparatory school in this cathedral town of Chanterton, and others to a variety of boarding schools.

The old head took early retirement following a slight stroke. He had been popular with parents, and had run a traditional school, with strong emphasis on basic skills, plenty of testing, firm discipline, and good relations with individual parents, but he disapproved of PTAs. He was especially helpful to parents choosing schools when their children moved on, and in the days of the 11-plus had got over 50 per cent into grammar schools. He had been willing to give special help to any child preparing for exams.

The new head, Mrs Challenger, is young and

lively. She has made some changes, especially in the Infants department, with much more emphasis on drama, music and art, introduced science, and replaced the reading scheme with a more up-to-date one. She started a paired reading scheme to help the parents of slower readers to become more involved. Most worrying to some parents, she has changed the organization of teaching: the school had been built in the fifties as open plan, but some time during the old head's day, permission had been obtained to provide simple partition walls, with parent help, to provide for more traditional organization. Mrs Challenger arranged for these to be removed during the summer holiday.

In September the parents were amazed to find that team teaching had been introduced. Before long there was some muttering and, as our story begins, an unofficial group is already having regular house meetings to decide what to do. There are many 'name and address' supplied letters in the local press, and a few parents are applying for transfer to other schools. The flames are fanned by two teachers, who hate the new organization and are still in touch with the old head. One of them is teacher governor, and she is said to be attending the disaffected parents' meetings.

Both parent governors are delighted with the changes, which in their view were long overdue. They think the school in the old days was run for the benefit of a minority, and that the expectations of most children were too low. They are worried, however, by evidence of

poor relationships among the staff, and under heavy pressure from some parents. They are disappointed that Mrs Challenger is no more keen on PTAs than Mr Workham: she says they will be dominated by a small articulate group with old-fashioned ideas. She is much happier with the kind of relationships now being built up by the paired reading.

Nobody realizes how near a really dangerous corner the school is. Some of the dissatisfied parents have good connections with local councillors, through business and social activities, and are using this influence to good effect. One of the disaffected teachers, not the one who is a governor, is married to a local councillor. But the dissatisfied parents are not united about what to do. Some want to press for an inspection of the school and hope this might lead to the head's dismissal or at least some restraint on her. Another group are interested in starting a school of their own in the church hall. Their clamour to get into other schools is unlikely to be successful: this l.e.a. has been a bit over-zealous in responding to falling rolls, and has closed eight primary schools in Chanterton. Infant numbers are picking up, and most schools are very full.

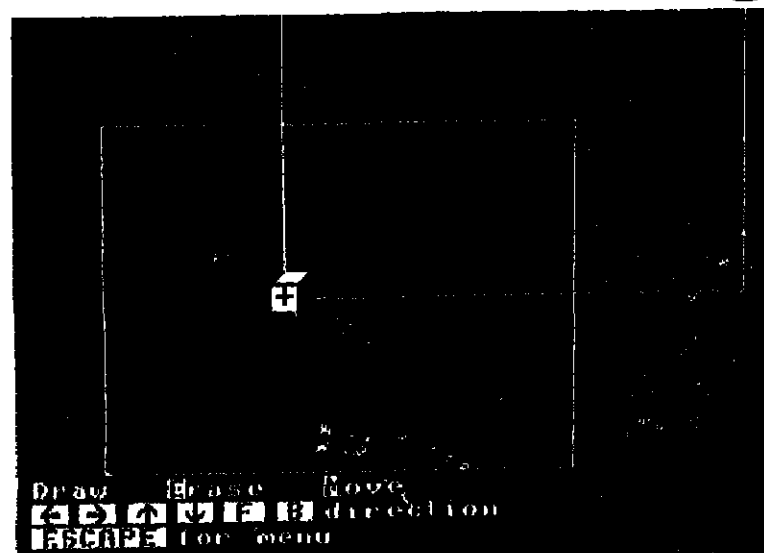
The governors have never formally discussed the situation. The problems seem too big for them, and they sense that Mrs Challenger would react badly to "interference". The parent governors are getting very worried, for although there is a lot of support for the new methods, it isn't all organized. What should they do?

EXTRA

EXTRA

Maths - reviews of books, software and videos

Testing, testing



SOFTWARE
Similar Objects
 By Don Kite and John Godwood
 £17.50 + VAT, 0 521 32886 1
 Netherhall Software, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU.
Numbers and Pictures
 By John Bamford
 £13 + VAT, 1 85116 037 X
 Chalksoft, PO Box 49, Spalding, Lincs PE11 1NZ.
Numberscope and Timeshare
 £16 + VAT
 Fisher Marriot, Forest Hermitage, Lower Fulbrook, Warwick CV35 8AS.

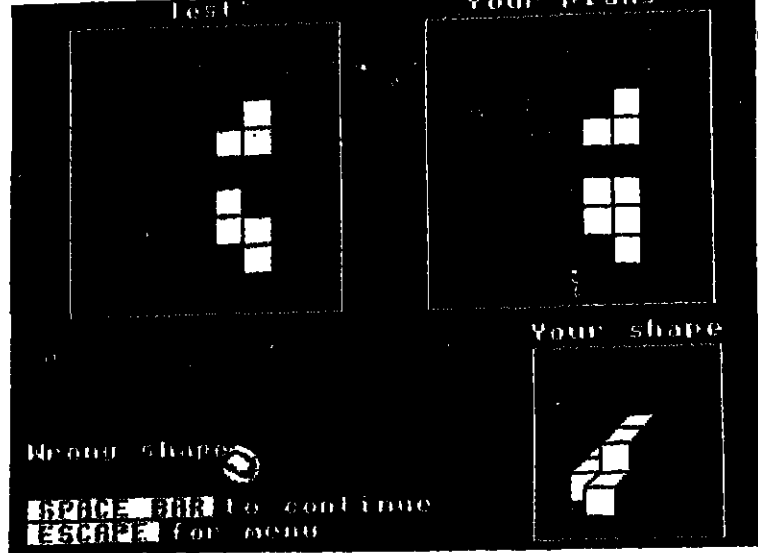
Computers can give you such power and control in mathematics. You can set hypotheses, test them out and get instant feedback. Try something silly just to see what happens, predict, refine your judgements, and so on - all essential mathematical thinking processes. Good programs are designed to give this power to you, and to simulate you to want to use it. Good programs also make you realize that the problem could not have been done without the computer.

Similar Objects is just such a program: you can play around in three dimensions in a way that you could never match in real life. The program allows you to build a shape using unit

cubes for the construction. You can then rotate this shape in various directions - 45 degrees at a time, and because each face of the unit cubes is painted a different colour, you can keep track of the shape's transformations. You can see the plan and elevations of the shape, and you can enlarge it twofold, threefold or fourfold. The program then sets you challenges: you can make a shape, then enlarge it, and you will be told whether or not your enlargement is correct. Or you can be offered a plan and two elevations, and be asked to build the number of unit cubes.

I suspect many children will find the visualizing involved much easier than those of us raised on a diet of Euclid from the flat page, but even so, there is a big challenge here. The pack is intended for upper primary and lower secondary pupils, and is well worth adding to anyone's school software library.

Now we come to number crunching for infants. For some reason this seems to be a difficult age group for mathematical software writers. At an age when children still haven't forgotten how to explore, ask questions, try experiments, and play around with their knowledge, they are provided with computer programs that require one right answer, that reward them with ticks and tunes, and that do not



allow experimentation and probing. Of course, there is a motivating factor involved - little ducks diving into a pond, bees flying to the hive, a choice of cars or flowers to count - but you can't con children for very long like this. They may prefer doing a worksheet on a screen using a keyboard because it's more interesting than sitting with a pencil and paper, but in the end they'll know it's the same task.

Numbers and Pictures puzzles me - I'm not sure what needs it is trying to fulfill in the target children (three to six-year-olds). The first activity displays some objects and a numeral, and the child has to press that same numeral on the keyboard in order to get a red tick. It seems rather an expensive way of getting children to explore the numbers on the keyboard, and not a justifiable use of computer time. The next activity requires the child to count the objects and press the correct numeral on the keyboard.

Well, we have various issues here. If the children are counting randomly or inaccurately, then they need real objects to move and count, to keep track of what they have counted and where they started. If the issue is numeral recognition, why not give them a calculator to use, a number picture book to look at, and talk to them about what is around them in the environment? Why spend hundreds of pounds

on a computer, then waste valuable time with it which could better be spent on Logo, for example?

Numberscope and Timeshare works its way through counting, addition, subtraction, multiplication and division. It's a bit like an animated workbook from a published maths scheme. You have to catch on to the notation, then you can work out how to get the right answer. Quite what understanding you need, apart from being able to count, I'm not sure. Oh yes, you do need to be able to guess what's in the computer's head (to work out how to get the right answer). Sometimes you are allowed to put in your own numbers, sometimes you are allowed to choose what pictures you want to count, but don't be fooled by this. It is all as closed-ended as you can get.

There are programs that set children challenges - maybe in the form of a problem, or a game - where children then apply the knowledge they have of numbers to solve the problem. To win the game, I am convinced that children learn far more about numbers and the relationship between numbers and the necessity for accurate counting through open-ended and self-motivating activities like this than through programmed learning.

Sheila Ebbutt

Tables talk

Maths Talk. By The Mathematical Association.
 Stanley Thomas £3.95.

Are maths lessons quiet in your school? Perhaps the children just sit and think. The silence may be broken only by the teacher patiently explaining something, or the pupils gently muttering phrases like "borrow 10, carry 1".

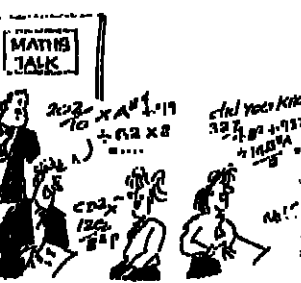
Maths Talk convinces us that an environment like this does not lead to effective learning or to the right kind of mathematical activity. The book makes the point that spoken language is as important in mathematics as in any other area of the primary school curriculum.

However, encouraging productive talk and finding a suitable teaching style to accommodate it is no easy task. A working group set up by the Mathematical Association explored many aspects of spoken language in the primary classroom. *Maths Talk* is the result of its work and it is written as a practical guide for teachers.

The book discusses the way teachers speak to pupils. It gives examples of contrasting discussion styles. The authors also stress the value of pupils talking among themselves and talking to others in both formal and informal ways. The strength of *Maths Talk* is the abundance of examples and case studies. There is plenty of some practical advice and a compilation of activities and organizational ideas that will be of immense value.

The book does not set out to give an academic analysis of the different styles and purposes of children's mathematical talk. Instead, the authors' main concern is simply to encourage teachers to increase the amount of constructive talking in maths lessons. The book also has a lot to say about teaching and learning styles. After all, children encouraged to speak about their work thereby gain the opportunity to think more independently. An environment which fosters discussion will often involve different ways of working.

After a slightly uneasy introductory chapter, the book gets into its stride with clear themes and well-presented help and advice. Well illustrated and charmingly illustrated, it will be a useful book for students and experienced teachers alike. *Maths Talk* manages to be both entertaining and thought-provoking and, indeed, it will stimulate a lot of talk, too.



All shapes and sizes

Even More Mathematical Activities.
 By Brian Bolt.
 Cambridge University Press £7.50.

This is Brian Bolt's third compilation of puzzles, investigations and games with a mathematical ingredient. Geometrical activities are strongly represented in this volume, with one or two practical topics such as calculating gear ratios on bicycles, exploring the abilities in playing Monopoly and the geometry of rotary pumps. All are written and presented in a lively and readable manner.

The target age range is nine to 10 years and older. Though an entertaining book for children in its own right, the maths content and commentary will make it very useful to teachers looking for material with which to extend the scope of their lessons.

Andrew Rothwell

Blowing hot and cold

VIDEO
Storms
 VHS £94.00 to buy, £11.20 to hire
 Viewtech Audio Visual Media, 161 Winchester Road, Brislington, Bristol BS4 3NJ.

I have always been fascinated by Walt Disney, ever since the wicked witch in *Snow White and the Seven Dwarfs* drove me, as a youngster, to hiding under my cinema seat. The fascination returned as I viewed with pleasure excerpts from *Bambi*, *Fantasia*, and others cleverly interspersed with live action in the new videotape called *Storms*.

The story revolves around an elderly gentleman who beguiles children with tales of the weather while, at the same time, telling them about certain basic scientific concepts such as the water-cycle and convection. And it works. A cup of hot chocolate and a cool saucer are used to make a convincing sequence on evaporation and condensation. A strip of flapping paper held near a fire (with necessary guard in place) illustrates warm air rising. Lightning, thunder and tornadoes feature too.

The film brings out the points any teacher would want to make with children and is fast and lively. The sound track is thick with American accents and some phrases such as "the fall" are possibly still unfamiliar to children, despite television. I was disappointed with the unclear sound track of the copy reviewed, and had to listen very closely.

Viewing of the tape would be better left till after some initial practical work with the children. A lot of basic scientific concepts are covered in 14 minutes. It would also probably require practical follow-up work. However, the content is all scientifically sound.

RR

Scientific skills for the young



Newton street

Longman Scienceworld. By Hugh Wilcock and Andy Bailey.
 Junior Teachers' Book 1 £10.50, 0 582 18627 7. Junior Pupils' Book 1 £4.00, 0 582 18583 1.
 Junior Teachers' Book 2 £10.50, 0 582 00467 5. Junior Pupils' Book 2 £4.00, 0 582 18584 X.
 Longman.

The importance of science in the school curriculum is highlighted almost daily in the national press, and the pressure on primary school teachers to engage children in scientific activity is increasing. Much has been written and resented in the primary science field over the last 30 years and a consensus has grown up about the nature of the scientific skills that should be encouraged with young children. These form the underlying basis of *Longman Scienceworld* and are described well, and in detail, in the "Extensions" section in each of the Teachers' Books.

This section deals also with the scientific ideas that can be developed, both on a wide general front, and specifically in the experiences put forward in the pupils' books, as well as other issues. All in all this section

proves to be one of those sources that school staffs seeking to formulate a school policy for science should look at and find helpful.

The Pupils' Books present activities that are intended to pick up on the skills outlined in the Teachers' Books, and are introduced in the context of fictitious Newton Street where David, Bimla, Paul and so on live with their respective families. This is done so that "science should be a familiar and comfortable part of the curriculum".

Each Pupils' Book is divided into 10 topics, and almost all of these are introduced by a comic strip-style story which sets the scene for the work to follow. The topics form the usual range, with activities, for example, on ourselves, sounds, colour, keeping warm, toys, magnets, birds, seeds, shadows and others. They are colourfully presented and set out in a clear, simple style that children should find easy to follow, with sensible, down to earth material where the pictures complement the text.

This simplicity makes it very necessary to follow the Teachers' Books, for there is much that a teacher can do to develop and enhance the starting points in the children's books. I found quite a lot to plough through in these

notes for teachers but much that was convincing and helpful; the authors obviously speak from the experience of working with children. They are helpful, for example, both with picking up on the theoretical things such as the objectives for each activity, and with practical advice such as having candle washers made in advance for cotton-reel tanks. I know only too well how impossible a task this can be for tiny fingers.

The first five topics in each Pupils' Book are intended for use during the first half of the year, and topics six to 10 for use in the second half since "these are more demanding". Furthermore, Book 1 is for year one of the junior school, Book 2 for year two and further books are intended to cover work at "each junior level". I wonder if the authors really intend to be as rigid as this? I would suggest that some of the activities in Junior Pupils' Books 1 and 2 could be suitable for infant children or for top juniors. Age is less important than the child's own stage of development. Perhaps teachers will use them with flexibility, for they are a useful addition to the primary materials on the market.

Roy Richards

Dipping in

The Young Scientist's Guide to the Living World. By Tony Seddon and Jill Bailey.
 Oxford University Press £9.95, 0 19 918220 5.

This lively and attractively presented book is a treat for those interested in natural history. No piece of continuous text is more than a couple of paragraphs long and each page has up to a dozen different elements under an overall heading. There are pictures in black and white, and colour, diagrams and line illustrations and cartoons. It looks like a long and rather well-produced magazine with its small chunks of text interspersed with questions, short lists of facts and boxed sections of related information.

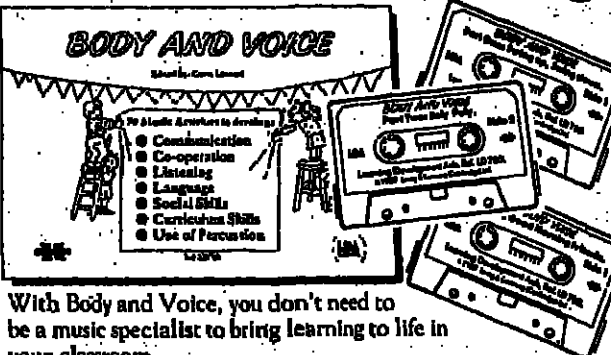
It would be impossible for any child to read this book in one go, and this was surely never the intention of its authors. It is a book for dipping into, for use as a home reference work or in a classroom library where it could provide a good starting point for a range of natural history work.

It has been carefully planned: you can open the book anywhere and find a double page spread that is complete in itself but which has tinted corner notes giving references to closely related items elsewhere in its pages. The authors have designed the book to correspond to the subjects covered in the primary and lower secondary science curricula but it is pleasantly "unschooly" in flavour.

Francesca Greenoak

● The first four titles in the Resources Today series from Franklin Watts - *Gemstones*, *Wood*, *Metals and Alloys*, and *Plastics* - follow the different stages of processing and uses of the end products in industry today. Colour photographs and clear diagrams accompany the text, which is aimed at pupils aged nine and upwards. £5.95 each.

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The price is the same for each of the four programmes; figures given exclude VAT and postage.
 Viewtech Audio Visual Media, 161 Winchester Road, Brislington, Bristol BS4 3NJ.

Maths for Beginners is a set of four cheerful 12-minute cartoons. Each featuring Calculating Kangaroo and her animated animal friends. They are aimed at youngsters in the six to eight years age range and the cartoon style would certainly have a strong appeal. The numbers involved are less than 20, so would be within the grasp of most beginners.

A voice-over explains what is going on. We see eels in a criss-cross pattern illustrating for us that $5 \times 3 = 15$ is the same as $3 \times 5 = 15$. Animals demonstrate for us special rules such as those for multiplying and dividing by 1, and adding and multiplying by zero. Many good and could lead to an interesting follow-up in the lesson.

The programmes are an American import, the only modification being the addition of an "A" to "Math" on the tape boxes. Teachers will not find the accent or vocabulary unsuitable but they will feel very ill at ease with the

way much of the mathematics is described. This is because the whole emphasis is on the notion of number facts.

The *Multiplication* programme is least awkward since the learning of multiplication facts is a commonly-accepted practice. But it is less usual in this country to think of subtraction and division facts in exactly the same way. Most British teachers and their textbooks think of teaching the process of how to add, subtract and divide.

Maths for Beginners seems to place the rote learning of the number facts first with processes such as counting on and using a number line needed merely for checking our facts. For example, some parrots are seen sharing crackers. We are told that if we know our division facts we can find how many crackers each parrot gets. Knowing facts is presented as the "easy way" or a "short cut". Nothing is actually wrong in a mathematical sense, but the perspective often seems very odd.

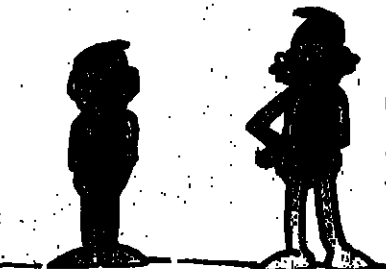
These videos would provide an ideal starting point for discussion on the place of rote learning at a staff meeting or on an in-service course.

The suppliers offer a free preview arrangement for films and a 10-day sale-or-return facility for videos. I would certainly recommend that intending purchasers take full advantage of this. The cartoons are attractive and potentially useful but the approach to the maths will not be to everyone's taste.

AR

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Even More Mathematical Activities.
 By Brian Bolt.
 Cambridge University Press £7.50.

This is Brian Bolt's third compilation of puzzles, investigations and games with a mathematical ingredient. Geometrical activities are strongly represented in this volume, with one or two practical topics such as calculating gear ratios on bicycles, exploring the abilities in playing Monopoly and the geometry of rotary pumps. All are written and presented in a lively and readable manner.

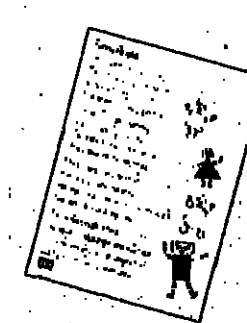
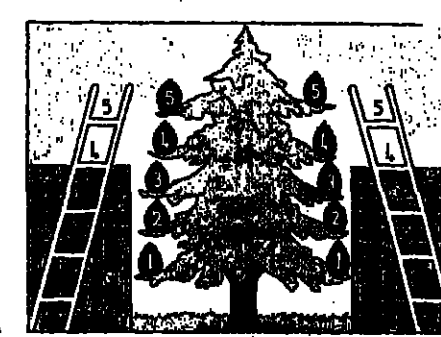
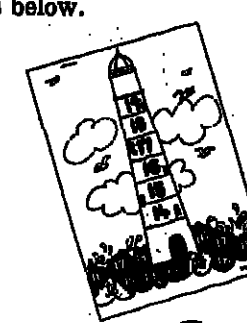
The target age range is nine to 10 years and older. Though an entertaining book for children in its own right, the maths content and commentary will make it very useful to teachers looking for material with which to extend the scope of their lessons.

Andrew Rothwell

Cambridge University Press

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

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Environment

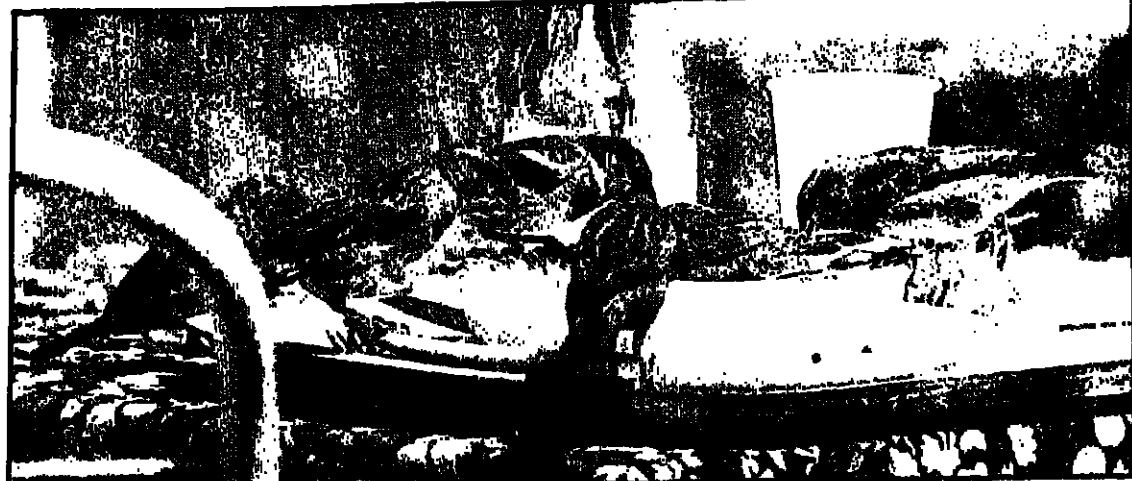
On the wild side

VIDEOS

Come Outside
VHS £25 plus £1.50 p&p
Available from Bob Bray, 54 Crofton
Road, Cumberwell, London SE5 8NB.
A Place for Wildlife
Kent County Council Education Department
VHS £15.
Kent Educational Television Centre,
Fred Martin Studio, Burton Road,
Dover, Kent CT16 2ND.

The message about the fragility of the environment is pushed with increasing insistence by those who care, and we are more than ever aware that if the world is to survive as a working system, then we must try to encourage right attitudes in those who will grow up to inherit it.

These two videos are concerned with helping children towards a proper respect for the environment. *Come Outside*, which is aimed at teachers, shows young children and their teachers working in the grounds of



Sparrows helping themselves to lunchtime leftovers: one of Mike Birkhead's delightful photographs which illustrate David Taylor's tour round 'The Zoo in the Town' (Boxtree Books Ltd £4.95).

Combes School, Arbroath. We take almost for granted that a school's immediate surroundings will be utilitarian in the worst sense - all short grass and concrete - and that to find anything more interesting, the children must put on their coats and walk.

At the Combes School, however, the grounds have been made into a wonderfully varied living environment of plants and wildlife. The children plant, observe, tend and harvest. In this video we see them examining tadpoles, sorting through compost, and making up Mothering Sunday posies from flowers which they themselves planted as spring bulbs. This is a remarkable project, well presented on the film. It will be of particular help to any school which is in any way involved in using its immediate surroundings, or indeed is just thinking of trying to do so.

A *Place for Wildlife* is aimed directly at the young audience. Following a brief introduction by David Attenborough, the film looks at places in Kent where the wild environment is under pressure. We see, for example, a pond, rich in life, which is about to be filled in to make way for a grain silo. We see the protected habitat of a rare wild orchid, and the changes brought about by the use of pesticides and by the grubbing out of hedgerows. Most dramatically of all, perhaps, we are taken to a beautiful woodland view, which will soon be dominated by the concrete acreage of the Channel Tunnel terminal. The focus is, naturally, upon Kent, though the problems discussed are universal.

This is a workmanlike film, making its points clearly and passionately. It is suitable for older primary or lower secondary pupils.

Gerald Haigh

Religion

Keep the faith

Religious Education 5 - 12. By David Bayliffe.
Falmer Press £14.95. 18500 1494
£7.50 150 2.

There has been so little published recently on religious education in the primary years that the addition of *Religious Education 5-12* is welcome. Derek Bayliffe acknowledges that the subject has been revolutionised over the last 20 years, with the *Swan Report*, *Education for All*, confirming its role in fostering understanding between various ethnic groups.

A whirlwind tour of the theory of education is conducted in the first four chapters, encompassing the development of children's religious understanding, the meaning of religion, its aims and objectives. In chapter five the author appears to contradict his belief in the importance of RE in bridging understanding between ethnic groups, stating that to 12-year-olds will chiefly focus on Christianity, particularly in schools with no other minority groups. He explains that a terms of syllabus content, Christianity from other religious traditions may be used. In expounding this idea, the tide seems to depart from the almost many recent agreed syllabuses which promote a more balanced approach while acknowledging the formal influence of Christianity on British culture. It is perhaps significant that 17 pages are devoted to the methodology of teaching world religions while 16 pages discuss the teaching of Christianity.

At various points the author captures the debate in terms of multi-cultural or non-multi-cultural schools, defining the latter as schools where all children have a background in the Christian culture. Are there any county primary schools where this is the case? Bearing in mind this imbalance of context, Bayliffe does offer some illuminating ideas for teachers, and his introduction to five major world religions will be invaluable to non-specialists as a starting point. The teaching of RE through literature is emphasised with careful attention to the use of the Bible, where teachers show themselves whether a particular text 'adds to the development of children's religious understanding'.

This is a readable, practical if rather fragmented book, which succeeds in providing a framework rather than a strait-jacket. I remain unconvinced by the argument for not exploring world religions at this stage. Surely by over-emphasising Christianity we have implicitly conveyed the wrong impression of the superiority of the Christian faith?

Stephen Lavender

Teeth

Don't decay

Let's Look after our Teeth
Tape and colour slides
Scripted by Helena Cornish.
£24.95 + VAT.
Durwen Audio Visual.

The pack is designed for infant and junior school children and explains the relationship between a sugary diet and tooth decay. The use of dissolving tablets is demonstrated, and a tooth brushing method shown. The properties and function of teeth are also covered. The commentary is of a basic nature, allowing for elaboration by the teacher. It would be ideal for use in conjunction with a dental health programme, although some of the slides, such as the ones explaining mixed dentition, might not be suitable for infants. Many of the slides could be used without the tape with other groups, such as secondary school pupils and parents.

Kate Bannister

PRIMARY EDUCATION

continued

Main Scale Incentive B

BUCKINGHAMSHIRE

MILTON KEYNES AREA
CLIFTON PRIMARY SCHOOL
11, Bradville, Milton
Keynes MK13 7BE
Headteacher: Mr N. Holt
Required for April 1988, an experienced and enthusiastic class teacher, who will be initially responsible for a class of 25 year old children. The successful candidate will become part of the senior management team and have curriculum responsibility for music. It is intended that the major responsibility for this post will be for the school's music and community activities and liaison. Main salary plus Rate B incentive allowance £21,215 London Weighting. Relocation expenses payable subject to conditions.

WOODEND FIRST SCHOOL
Wood End Way, Northolt UB5 4QQ
Required for January 1988 or as soon as possible thereafter an experienced and enthusiastic teacher to take responsibility for Science, Technology and Environmental Studies throughout the school. The successful candidate will be a member of the senior management team. Main salary plus Grade 'B' incentive allowance £21,215 London Weighting. Relocation expenses payable subject to conditions. Application forms (SAS) available from the Headteacher by 20th November 1987. (23108) 110036

BUCKINGHAMSHIRE

SANDS COUNTY MIDDLE SCHOOL
111 End Road, High Wycombe HP12 4BA
Headteacher: Mr. A. Robertson
Required for January 1988 or as soon as possible thereafter two Year Heads to join the senior management team. The successful applicant will have several years of successful experience in the 5-11 age range and must be able to teach Literacy and Numeracy. A desire for further promotion is seen as an essential attribute. Application forms and further details from the Headmaster, Sands County Middle School, 111 End Road, High Wycombe, Bucks, on receipt of a f6.00 p.p.e. Closing date 5th November 1987.

In approved cases, the County Council offers a substantial housing and relocation package. £24,000 available to those who qualify. Send large s.a.s. to S.W. Area Education Office, The Quakers, Sandown Road, High Wycombe, Bucks HP12 4BA. Closing date: 30th November 1987. (11856) 110036

CAMBRIDGESHIRE

HUNTINGDON AREA
NORTH HUNTINGDON JUNIOR SCHOOL
Great North Road, Eaton
Socon, Huntingdon PE19 4AQ
Headteacher for January. Unit Coordinator for 12 year olds. (Main Professional Grade 4) incentive allowance £17,000 plus a team of 4 teachers in a new school. Applicants should state curriculum strengths and interests. Application forms and further details from the Headteacher, North Huntingdon Junior School, 111 End Road, High Wycombe, Bucks, on receipt of a f6.00 p.p.e. Closing date 5th November 1987. (23498) 110046

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EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
WELDON PARK MIDDLE SCHOOL
Wynnon Road, South Harrow, Middlesex HA2 8LJ
Tel: 01-493 4304
Required for January 1988 or as soon as possible thereafter an enthusiastic and experienced teacher to take responsibility for Science, Technology and Environmental Studies throughout the school. The successful candidate will be a member of the senior management team. Main salary plus Grade 'B' incentive allowance £21,215 London Weighting. Relocation expenses payable subject to conditions.

WOODEND FIRST SCHOOL
Wood End Way, Northolt UB5 4QQ
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BUCKINGHAMSHIRE

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Headteacher: Mr. A. Robertson
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CAMBRIDGESHIRE

HUNTINGDON AREA
NORTH HUNTINGDON JUNIOR SCHOOL
Great North Road, Eaton
Socon, Huntingdon PE19 4AQ
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HARROW

LONDON BOROUGH OF HARROW
EDUCATION COMMITTEE
WELDON PARK MIDDLE SCHOOL
Wynnon Road, South Harrow, Middlesex HA2 8LJ
Tel: 01-493 4304
Required for January 1988 or as soon as possible thereafter an enthusiastic and experienced teacher to take responsibility for Science, Technology and Environmental Studies throughout the school. The successful candidate will be a member of the senior management team. Main salary plus Grade 'B' incentive allowance £21,215 London Weighting. Relocation expenses payable subject to conditions.

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Wood End Way, Northolt UB5 4QQ
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ST. HELENS

LONDON BOROUGH OF ST. HELENS
EDUCATION COMMITTEE
WELDON PARK MIDDLE SCHOOL
Wynnon Road, South Harrow, Middlesex HA2 8LJ
Tel: 01-493 4304
Required for January 1988 or as soon as possible thereafter an enthusiastic and experienced teacher to take responsibility for Science, Technology and Environmental Studies throughout the school. The successful candidate will be a member of the senior management team. Main salary plus Grade 'B' incentive allowance £21,215 London Weighting. Relocation expenses payable subject to conditions.

WOODEND FIRST SCHOOL
Wood End Way, Northolt UB5 4QQ
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BUCKINGHAMSHIRE

SANDS COUNTY MIDDLE SCHOOL
111 End Road, High Wycombe HP12 4BA
Headteacher: Mr.

MIDDLE SCHOOL EDUCATION

continued

HEREFORD AND WORCESTER COUNTY COUNCIL

ARELEY KINGS, THE WINDMILL, C.E. MIDDLE SCHOOL
Princes Way, Stourport-on-Severn, Worcs. DY13 9EL

TEACHER OF P.E. AND GENERAL SUBJECTS

Main Scale

Required for January 1988. Assistant Teacher for P.E. and General Subjects. The successful candidate would be based initially in the first year where he/she would teach general subjects and P.E. and he/she would be expected to run this department.

Further information on receipt of a stamped address and envelope. (136116) 134940

KIRKLEES

DIRECTORATE OF EDUCATIONAL SERVICES

SCISSETT MIDDLE SCHOOL
Bucker Lane, Scissett, Huddersfield HD6 9JX

Ref: 1136

Required for January 1988 for two terms only on an enthusiastic and energetic teacher of Boys' P.E. and Games and General Subjects in this 10-13 Middle School. The successful candidate must be qualified to use all advanced P.E. sports facilities available including gymnasium.

Salary will be paid in accordance with Teachers Pay and Conditions Act 1987 on the main scale.

Application forms and further details (S.A.F.S. please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement. (136053) 134940

Science

Main Scale Incentive B

SUFFOLK COUNTY COUNCIL

HORRINGER COURT MIDDLE SCHOOL
Oleatons Way, Bury St. Edmunds

(mixed comprehensive 9-13; 416 on roll)

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

Main Scale

BEDFORDSHIRE EDUCATION SERVICE

SILVER JUBILEE MIDDLE SCHOOL
Acacia Road, Bedford MK42 0UL

Ref: 1136

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

PEDFORDSHIRE

EDUCATION SERVICE

SILVER JUBILEE MIDDLE SCHOOL
Acacia Road, Bedford MK42 0UL

Ref: 1136

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

HEREFORD AND WORCESTER COUNTY COUNCIL

HAGLEY MIDDLE SCHOOL
Park Road, Hagley, Stourport-on-Severn, Worcs. DY9 9NE

TEACHER OF SCIENCE AND GENERAL SUBJECTS

Main Scale

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

Main Scale

BEDFORDSHIRE EDUCATION SERVICE

SILVER JUBILEE MIDDLE SCHOOL
Acacia Road, Bedford MK42 0UL

Ref: 1136

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

PEDFORDSHIRE

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Ref: 1136

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Applications to the Headteacher. (136116) 134940

EALING LONDON BOROUGH EDUCATION SERVICE

WOOD END WAY, NORTHOLT SCHOOL
Wood End Way, Northolt, Uxbridge, Middx. UB8 3AA

TEACHER OF SCIENCE AND GENERAL SUBJECTS

Main Scale

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

Main Scale

BEDFORDSHIRE EDUCATION SERVICE

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PEDFORDSHIRE

EDUCATION SERVICE

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Applications to the Headteacher. (136116) 134940

SHEFFIELD CITY OF SHEFFIELD EDUCATION DEPARTMENT

ST. VEDASTA SCHOOL
Banta Crescent, Sheffield S11 1JL

TEACHER OF SCIENCE AND GENERAL SUBJECTS

Main Scale

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

Main Scale

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Applications to the Headteacher. (136116) 134940

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

ST. VEDASTA SCHOOL
Banta Crescent, Sheffield S11 1JL

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KENT COUNTY COUNCIL

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Banta Crescent, Sheffield S11 1JL

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Acacia Road, Bedford MK42 0UL

Ref: 1136

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

Applications to the Headteacher. (136116) 134940

PEDFORDSHIRE

EDUCATION SERVICE

SILVER JUBILEE MIDDLE SCHOOL
Acacia Road, Bedford MK42 0UL

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Applications to the Headteacher. (136116) 134940

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

ST. VEDASTA SCHOOL
Banta Crescent, Sheffield S11 1JL

TEACHER OF SCIENCE AND GENERAL SUBJECTS

Main Scale

Required for January 1988 as a Science teacher. The successful candidate will be a qualified teacher with a degree in Science or a related subject. The successful candidate will be expected to teach Science and General Subjects throughout the school.

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Main Scale

BEDFORDSHIRE EDUCATION SERVICE

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Applications to the Headteacher. (136116) 134940

Cheshire

HELSEBY HIGH SCHOOL
CHESTER ROAD,
HELSEBY, CHESHIRE
TEL: HELSEBY (092 82) 3551

Headteacher

(Group II)

Applications are invited from suitably qualified and experienced teachers for appointment as Headteacher of this mixed comprehensive for pupils aged 11-18.

The post is available from September 1988.

The school has approximately 1153 pupils on roll of whom some 134 are in the Sixth Form.

Application forms and further details available from the District Education Officer, Education Offices, Watling Street, Northwich, Cheshire CW9 5ET. Closing date 27th November 1987.

GLENMOOR SCHOOL,
BESWICK AVENUE,
BOURNEMOUTH
(Group 9, 682 on roll)

Required from April, 1988, a HEAD-TEACHER for this secondary bilateral school for girls - age range 11-16 years. This is a readvertisement and previous applicants are still under consideration.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. Closing date 20th November 1987.

Kent County Council Education Department
NORTH WEST KENT AREA
Hextable School, Egerton Avenue,
Hextable, Swanley, Kent.

Headteacher

(Group 10)

This is a wide ability school for pupils aged 11-18. The school is situated in Hextable, a parish to the north of Swanley. There are 828 pupils on roll (Autumn Term 1987).

This vacancy arises because of the resignation of the present post holder. A well qualified and experienced graduate teacher is sought to lead the school.

Applications and further details are available from the Area Education Office, 132 Windmill Street, Gravesend, Kent. DA12 1BE (S.A.F. please) to whom they should be returned by 27th November 1987.

The Authority operates a disturbance allowance scheme.

Possibility of help with temporary housing in approved cases.

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Hextable, Swanley, Kent.

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The Authority operates a disturbance allowance scheme.

Possibility of

Leicester

Please contact the Headteacher for further information (p.a.s. please).

Applications are invited from teachers who are individually or as a pair, who are

Advisors and Afro-Caribbean teachers are under consideration for the council's work and are therefore particularly welcome.

SECONDARY

DEPUTY HEADSHIP

KING EDWARD VII UPPER SCHOOL, Burton Road, LE13 1DW. N08 1367.

AND DEPUTY HEAD Group 13 — As a result of the reorganisation of the LEA, we are seeking to appoint for April 1988 a suitably qualified and experienced teacher to take over the duties of the senior management team of this large up-coming secondary school.

BROOKLYNE HIGH SCHOOL, Reilly Road.
(11-14) NOR 601.
PE — Required as soon as possible to teach

JUDGEMEADOW COMMUNITY COLLEGE
LES GHP. (11-18) NOR 997.

MATHEMATICS — Required January 1988
special interest in remedial work, although to
across the academic ability range.

BUSINESS STUDIES — Required January

FRENCH — Required January 1988. A pass G.C.S.E. level.

KING EDWARD VII UPPER SCHOOL, Br Leicester LE13 1DW. (14-18) NOR. 138

MATHEMATICS — Required January 1988. Teaching through the age range 14-18.

WREAKE VALLEY COLLEGE, Parkston LE7 8LY. (11-18) NOR 1285.

**PRIMARY
MAIN SCALE**
FLECKNEY C.E. PRIMARY SCHOOL, Basingstoke
LE8 0AS. NOR 340.
Replied January 1988. An appointment to

CRESCENT JUNIOR SCHOOL, Wallingford, CT
NOR 188.
 Required January. Class teacher initially for the girls' P.E. and/or Special Needs an advantage.

LINDEN COUNTY PRIMARY SCHOOL, IL
LEE 6AD. NOR 468.
 Required for January 1988. An experienced teacher to take charge of a vertically grouped class.

MISCELLANEOUS
MAIN SCALE + TEMP 'B' /
SERVICE FOR HEARING IMPAIRED CH
Glenfield, Leicester LE3 8RF.
PERIPATETIC TEACHER OF THE HEAR
FURTHER EDUCATION — Qualified teache
required to undertake support work with h
attending Colleges of Further Education w

January 1988 an Advisory Teacher to support business education in the curriculum, a member of the community/industry Link and newly appointed Adviser for business education.

Further details from Teaching Personnel, Glenfield, Leicester.

EQUAL OPPORTUNITIES POLICY: Applicants regardless of their race, ethnic origin, religion, sex, age or disability will be considered. Disabled applicants will be guaranteed an interview, and, if successful, supported by a reasonable adjustment.

1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 26

100

Independent Preparatory Schools

Headships

HAMPSHIRE
EDINBURGH HOUSE SCHOOL
 New Milton, Hants. GU14 5JH
 The Governors invite applications for the headship of this IAPS school which will become vacant in September 1988. The school is a Preparatory and Pre-Preparatory school for boys and girls with a small Kindergarten department. There are some 170 pupils including 60 boarders. Candidates, who must be married, should apply by 25th November 1987. Full particulars may be obtained by post (application only) from the Secretary to the Board of Governors. (25019) 200010

Deputy Headships (Inc. Second Masters/Mistresses)

KENT
HOLMEWOOD HOUSE SCHOOL
 Langton Green, Canterbury, Kent TN3 0QJ
DEPUTY HEAD
 Is required in September in this I.A.P.S. boys' boarding and day school. For full details apply in writing to the Headmaster. (20472) 200019

Remedial and Special Needs Teaching Posts

Other Assistants

KENT
 Specialist Remedial English Teacher required for nationally known school for dyslexics. Details from the Principals, East Court School, Victoria Parade, Canterbury, Kent CT1 3BD. Tel: 0845 593077. (25079) 201024

By Subject Classification

Art and Design

LONDON SW1
 Teacher required to take Art throughout the school in IAPS boys' school, Central London, starting January 1988. Baker Scale and Inner London Allowance. Apply to the Headmaster, Sussex House, 68 Cadogan Square, London SW1X 0EA sending c.v. and names of referees. (10512) 201234

Computer Studies
Heads of Department

SUFFOLK
ORWELL PARK SCHOOL
 Required in September a Head of Computing to run a well resourced department and make it an indispensable part of the academic and extra-curricular life of this 200 strong boys' Preparatory School. The successful applicant will be expected to teach have may other associated responsibilities both in and out of class time including introducing the computer into the work of the other departments. This is a challenging post requiring knowledge, tact, enthusiasm and hard work. Excellent accommodation (single or married) is available and the salary will be above Baker Scale. Please write for further details to the Headmaster, Orwell Park School, Ipswich Suffolk IP10 0EL. (20000) 200018

English

Other Assistants

LONDON SE21
DULWICH COLLEGE
 Required for the Summer Term 1988 for September 1988 a teacher of ENGLISH and HISTORY to boys aged 8-11 with the opportunity of being involved with boys up to 13. Drama plays an important part in the English teaching and help with games and/or other extra-curricular activities is required of all staff. The school has its own library above Baker with the addition of the Inner London Weighing Allowance. Apply to the Headmaster, D.C.P.S., 42 Alroy Park, SE21 7AA with c.v. etc. and telephone number. (10505) 202424

Geography
Other Assistants

SURREY
CATERHAM SCHOOL
 I.A.P.S. Co-Educational Day School
 REQUIRED FOR APRIL 1988 a qualified teacher to teach Geography throughout the school. Ability to coach games an advantage. Single accommodation available. Salary Baker plus. Apply with c.v. and names of two referees (with telephone nos. where possible) to The Headmaster, Caterham School, Caterham, Surrey CR3 6YB. (25489) 203824

Music
Heads of Department

BERKSHIRE
HOLME GRANGE
 Southam, Berks. RG41 1SA
 S.A.P.S. Co-Educational Day School
 Required for April 1988 a Director of Music for the Senior school (135 pupils aged 7-13) who will also be able to teach other academic subjects. The position involves classwork, choir, orchestra and individual tuition in piano and one other instrument. A separate Music School has recently been established. 16 of all pupils learn an instrument. 5 visiting teachers. Ability to coach boys' games would be an advantage. Salary X new Baker Scale + incentive allowance + 10% Superannuation. DES Superannuation. Applications, please, with full c.v. and photocopy, to the Headmaster. (25521) 203818

Pastoral
Other Assistants

BUCKINGHAMSHIRE
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 Great Kingham, High Wycombe, Bucks. HP12 3JH
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History

Other Assistants

LONDON SE21
DULWICH COLLEGE
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Geography
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HERTFORDSHIRE

LOCKING PARK SCHOOL
 Hemel Hempstead, Herts. HP1 1TL
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Other Assistants

BERKSHIRE
HOLME GRANGE
 Southam, Berks. RG41 1SA
 S.A.P.S. Co-Educational Day School
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Geography
Other Assistants

SURREY
CATERHAM SCHOOL
 I.A.P.S. Co-Educational Day School
 REQUIRED FOR APRIL 1988 a qualified teacher to teach Geography throughout the school. Ability to coach games an advantage. Single accommodation available. Salary Baker plus. Apply with c.v. and names of two referees (with telephone nos. where possible) to The Headmaster, Caterham School, Caterham, Surrey CR3 6YB. (25489) 203824

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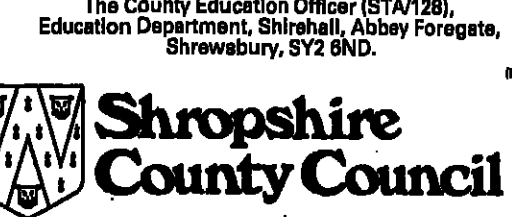
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Shropshire Education Committee AN EQUAL OPPORTUNITY EMPLOYER

APPOINTMENT OF PRINCIPAL GROUP 7

Required 1st May, 1988.
 Shrewsbury College of Arts & Technology,
 London Road, Shrewsbury SY2 6PR

Further details and application forms (send SAE) from
 The County Education Officer (STA/128),
 Education Department, Shirehall, Abbey Foregate,
 Shrewsbury, SY2 6ND. (23001)



APPOINTMENTS IN SCOTLAND

BORDERS COLLEGE OF FURTHER EDUCATION SENIOR LECTURER 1: EARLY EDUCATION/NURSERY NURSING

Salary - under review
 Applications are invited for the above post which will be based in our Henderson Building, Hawick.
 The successful applicant must have a qualification in Primary Education with an Infant endorsement and substantial experience of teaching, preferably not only within a College of Further Education, but also within the Primary/Nursery setting. An interest in resource based learning and experience of developing new education initiatives would be of considerable advantage.

SECONDARY SCHOOLS PROMOTED POST PRINCIPAL TEACHER OF MATHEMATICS

Galashiels Academy, Roll 1051
 Responsibility Payment as per National Agreement

TEACHING POST BUSINESS STUDIES TEMPORARY TEACHING POST BUSINESS STUDIES

Jedburgh Grammar School, Roll 393
 (This Temporary post will be for an approximate period from November 1987 to end of March 1988). Closing date 16 November 1987.
 Application forms and further details may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. (23004)

REGIONAL COUNCIL

OAKBANK SCHOOL - ABERDEEN TEACHER-IN-CHARGE OF MATHEMATICS AND COMPUTER STUDIES

SALARY up to £17,717 P.A. (Pay Award Pending) inclusive of Oakbank allowances and Residential Duty (* subject to individual position on S.T.S.M. scales)
 The successful candidate will have the following areas of responsibility:

1. The teaching of Mathematics across the curriculum to mixed ability groups of pupils;
2. The teaching of Computer Appreciation/Awareness;
3. The continued development of a Computer Studies course;
4. The cross curricular development of Computer Assisted Learning including associated staff training.

This post is superannuable. Residential duty payments up to a maximum of 450 hours per annum are currently £5.98/£7.08 per hour. Annual leave 9 weeks and 1 day inclusive of public holidays.
 Application forms and further details available from the Headmaster, Mr. C.R. McKell, B.A., M.Sc., Cert. Ed., Oakbank School, Miltosket Road, Aberdeen, AB9 2XP.
 Informal enquiries and visits to the school can be arranged with the Deputy Head (



Wirral Metropolitan College

Department of Science & Mathematics
Applications are invited for the post of
**SENIOR LECTURER IN
CHEMICAL ENGINEERING
(EXT/38)**

The appointment to commence 1 January 1988 or as soon as possible thereafter.

To teach Chemical Engineering on the BTEC HNC and HND Programmes. Ability to offer Computer Based Process Control desirable.

Department of Health, Fashion & Social Studies
Applications are invited for the post of
**LECTURER GRADE I
IN HAIRDRESSING (EXT/40)**

The appointment to commence 1 January 1988

Department of Hotel, Catering and Food Studies
**LECTURER GRADE II IN
CATERING SUBJECTS (EXT/42)**

Applications are invited for the above post from 1 January 1988, to act as Coordinator and to teach students following full-time and part-time catering courses.

Applicants should possess City and Guilds 708/3 (Kitchen and Larder) or similar and have had first-class professional training and experience. Some teaching experience is essential for this post.

**LECTURER GRADE I IN FOOD
SCIENCE/CATERING
SUBJECTS (EXT/43)**

Applications are invited from suitably qualified candidates to teach students following City and Guilds and BTEC catering courses, from 1 January 1988. Applicants should possess HND/Degrees or similar qualifications and should have some experience in the catering field.

CLOSING DATE: 10 DAYS FROM APPEARANCE IN PRESS.

Application forms and further particulars available from the Deputy Principal's Secretary, Wirral Metropolitan College, Carleton Park, Eastham, Wirral L62 0AY.

Wirral is an Equal Opportunity Employer and positively welcomes applications from women, people from ethnic minorities and disabled people.

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

Other Appointments

**AVON COUNTY
EDUCATION SERVICE
FILTTON TECHNICAL
COLLEGE**

**DEPARTMENT OF
BUSINESS STUDIES AND
MANAGEMENT**

**PRINCIPAL LECTURER
AND SECRETARY FOR
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Application forms and further details from: The Principal, Filton Technical College, Filton, Gloucestershire BS12 7AT. Closing date for receipt of completed applications: 21 November 1987.

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FLOYER (32133) 220026

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COUNTY COUNCIL**

**BERKSHIRE COLLEGE OF
ART AND DESIGN**

SCIENCE FOR PRINTERS

Applications are invited for full-time or part-time teaching to commence in January 1988.

Full-time salary scale (Lecturer): £25,843 - £31,865. Part-time: £12,921 - £15,932.

Full details and application forms from the Head of Department, Graphic Communication, Berkshire College of Art and Design, Kings Road, Reading RG1 4JY.

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**BERKSHIRE COLLEGE OF
ART AND DESIGN**

SCIENCE FOR PRINTERS

Applications are invited for full-time or part-time teaching to commence in January 1988.

Full-time salary scale (Lecturer): £25,843 - £31,865. Part-time: £12,921 - £15,932.

Full details and application forms from the Head of Department, Graphic Communication, Berkshire College of Art and Design, Kings Road, Reading RG1 4JY.

Berkshire County Council is an equal opportunity employer. (32133) 220026

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

Other Appointments

**AVON COUNTY
EDUCATION SERVICE
FILTTON TECHNICAL
COLLEGE**

**DEPARTMENT OF
BUSINESS STUDIES AND
MANAGEMENT**

**PRINCIPAL LECTURER
AND SECRETARY FOR
MANAGEMENT STUDIES**

Applications are invited from graduates and/or professionally qualified persons for the above post, which is available from 1st April 1988.

The Management Studies Section is the largest contributor of such work in the South West, other than at Bristol and Plymouth.

Applicants should have a range of C, B, and CBA courses, NEBMS, ILM, IMA and a wide range of professional qualifications on a 'flexibility' basis. In addition, the Section has a long-standing reputation with the M.C. for providing successful and innovative courses as well as conducting research for such bodies as the NCVC.

Application forms and further details from: The Principal, Filton Technical College, Filton, Gloucestershire BS12 7AT. Closing date for receipt of completed applications: 21 November 1987.

**AVON IS AN EQUAL
OPPORTUNITY EMPLOYER**
FLOYER (32133) 220026

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COUNTY COUNCIL**

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COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

Other Appointments

COLLEGES OF FURTHER & TERTIARY EDUCATION

DURHAM
CITY COUNCIL
DERWENTSIDE COLLEGE
TEMPORARY LECTURER I -
Business Studies
Required for 1st January 1988
Further particulars and
application forms available from
the Principal, Derwentside College,
Park Road, Consett, Co.
Durham DH8 5ES. Closing date for
applications is Friday, 30th
November 1987. 250026

EAST SUSSEX
LEWES TECHNICAL
COLLEGE
LECTURER IN SPECIAL
NEEDS
Temporary one year appointment
in the first instance to teach
undergraduate literacy, science
and basic job related skills
and visit students on work
placements.
Appropriate qualifications
and experience necessary.
Possible promotion to permanent
later.
Further details and application
forms from the Principal,
Lewes Technical College,
Moulton Road, Lewes, Tel:
(0273) 476121. 250026

HAMPSHIRE
THE SOUTH DOWNS
COLLEGE OF FURTHER
EDUCATION
RE-ADVERTISEMENT
Required from 1st January 1988
Post 89
LECTURER GRADE I IN PROFESSIONAL
COOKERY
To teach Cookery and Acclimatisation
subjects to all levels of
College students. Full-time and
Part-time students.
Applicants should have appropriate City & Guilds
qualifications and relevant
practical experience.
Salary Scale: £5,843 -
£13,656 (under review).
Previous applicants will be
reconsidered.
Hampshire County Council
pursues a policy of equality of
opportunity. Applications from
people with disabilities are
welcome.
For further details and application
forms, please send a stamped
A4 envelope to the Vice
Principal, The South Downs
College of FE, College Road,
Purton, Weymouth, Dorset,
Dorset, DT98 3AA. Closing date
for the receipt of completed
application forms is Friday 30
November 1987. 250026

BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION

Howard Street, Barrow in Furness, Cumbria LA14 1NB
Tel (0229) 25017

LECTURER GRADE I IN ELECTRICAL PLANT & INSTALLATION

(RE-ADVERTISEMENT)

Required, a.s.a.p. a LECTURER GRADE I in Electrical
Engineering, Electrical Plant, Electrical Installation and
related subjects. You should ideally have a degree in electrical engineering and wide industrial
experience. Teaching experience/qualifications
would be an added advantage.
Salary Scale: £5,898 - £13,866.
Further particulars and application forms from the
Principal.
Closing date 20.11.87 S.A.E. please.
PREVIOUS APPLICANTS WILL BE CONSIDERED
AND NEED NOT RE-APPLY. 154031

**EDUCATION DEPARTMENT
DUMFRIES AND GALLOWAY
COLLEGE OF TECHNOLOGY**
DEPARTMENT OF CATERING
(re-advertisement)
Applications are invited for the following post from suitably qualified and
experienced persons:
**SENIOR LECTURER II
IN CATERING**
The successful applicant will be required to undertake a leading role in the co-
ordination, control and development of all academic and administration
aspects within the department and deputise for the Head of Department in his
absence.
Specialist in Food Production Management OR Front Office Management is
essential. A knowledge of computer applications will be an advantage.
Salary - Senior Lecturer II Scale - £12,118 to £14,450 (under review).
Application forms, together with further information, may be obtained from the
Education, Education Office, 30, Edinburgh
Road, Dumfries, to whom completed forms
should be returned no later than 16th
November 1987. 154029

**DUMFRIES
& GALLOWAY**

HARROW
LONDON BOROUGH OF
HARROW
ELM PARK COLLEGE
LECTURER I - HOME
ECONOMICS
A lecturer is required to teach Home Economics to
G.C.S.E. 'A' level. City
and County Councils
and N.E.B. students.
Applicants should have relevant
experience and qualifications.
Application forms available
from and returnable to
the Principal, Elm Park
College, Elm Park,
Harrow, Middlesex HA1
4BQ. Tel: 01-854 9451/
9961.
The closing date for this
post is 30th November
1987. 250026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE
OF FURTHER AND
TERTIARY EDUCATION
LECTURER GRADE I IN
ACCOUNTING AND FINANCE
Required for January 1st.
A Lecturer Grade I in Accounting
and Finance with a relevant
degree and/or professional
qualification and ability
to teach management accounts
and computing for accounts
would be an advantage.
Salary Scale: £5,843 -
£13,656 (under review).
Further details and an application
form available from the
Principal, Mid-Kent College
of Higher and Further
Education, Horewood, Maidstone
Road, Chatham, Kent
ME4 4JF. Tel: 0695 250026.
Closing date for receipt of
applications is Friday, 13 November
1987. 153051

TRAFFORD
METROPOLITAN BOROUGH
OF TRAFFORD
EDUCATION DEPARTMENT
SOUTH TRAFFORD COLLEGE
Required for 1st January 1988
Post 89
LECTURER GRADE I
ART & DESIGN, with emphasis
on Textile and Surface Pattern
Design.
This is a re-advertisement and
previous applicants will be
reconsidered.
Further details and application
forms available from the
Principal, South Trafford College
of FE, College Road, West
Gorton, Manchester, M14 6JQ.
Closing date for receipt of
applications: 19th November
1987. 250026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE
OF FURTHER AND
TERTIARY EDUCATION
LECTURER GRADE I IN
PHYSICAL EDUCATION
Required for 1st January 1988
Post 89
A Lecturer Grade I in Physical
Education with a relevant
degree and/or professional
qualification and ability
to teach management accounts
and computing for accounts
would be an advantage.
Salary Scale: £5,843 -
£13,656 (under review).
Further details and an application
form available from the
Principal, Mid-Kent College
of Higher and Further
Education, Horewood, Maidstone
Road, Chatham, Kent
ME4 4JF. Tel: 0695 250026.
Closing date for receipt of
applications is Friday, 13 November
1987. 153051

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE
OF FURTHER AND
TERTIARY EDUCATION
LECTURER GRADE I IN
ACCOUNTING AND FINANCE
Required for January 1st.
A Lecturer Grade I in Accounting
and Finance with a relevant
degree and/or professional
qualification and ability
to teach management accounts
and computing for accounts
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Salary Scale: £5,843 -
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NORTHAMPTON
NORTHAMPTON COLLEGE
OF FURTHER EDUCATION
Principal: R. Barden, B.Sc.
(Hons)
TEMPORARY LECTURER I,
ADDITIONAL SUBJECTS
Required from January, 1st
1988, for Spring and Summer
terms only.
Also TIME LECTURERS
FOR LADIES HAIRDRESSING
PRACTICAL AND THEORY
Required as soon as
possible.
Further details and application
forms available from the
Principal's Secretary,
Northampton College of
Further Education, Grosvenor
Road, Northampton, NN1
2GR. Tel: (0604) 403329.
Closing date for receipt of
applications: 19th November
1987. 250026

DE HAVILLAND COLLEGE

The Campus, Welwyn Garden City, Herts.
DEPARTMENT OF INFORMATION SYSTEMS
(Based at Elstree Way, Borehamwood)

Lecturer in Computer Studies (from 1 January 1988)

Applications are invited from suitably qualified and
experienced candidates to join an enthusiastic team
of lecturers teaching on a wide range of courses,
including City & Guilds and BTEC National and
Higher Levels.
The computer section has excellent equipment and
facilities and an outstanding record of innovation
and course development.
Salary: £8,843 - £13,866 per annum plus £309
"fringe" allowance (pay award pending).
Assistance with removal and lodgings in approved
cases.
Forms and further details from The Principal, de
Havilland College, The Campus, Welwyn Garden
City, Herts AL8 6AH (telephone: 0707 226318 ext
21) to be returned by November 24th, 1987. 53318

**Dunstable
College**
BEDFORDSHIRE EDUCATION SERVICE
Department of Engineering & Science
Full-time vacancies from
1st January 1988:
SENIOR LECTURER IN SCIENCE
To teach one or more subjects from Physics, Chemistry and
Biology up to 'A' level standard and to be responsible for the
administration of Science courses.
LECTURER I IN SCIENCE
To teach Chemistry and/or Physics up to 'A' level standard.
Burnham Salary Scales (under review)
Senior Lecturer: £12,615 - £14,450
Lecturer I: £8,843 - £11,866.
Further details and application forms obtainable from
the Principal's Secretary, Dunstable College, Kingsway, Dunstable
LU8 4HG. Tel: 0582 696461. Forms to be returned to the
College by Friday, 20th November 1987. (S.A.E. please).
Bedfordshire County Council is an Equal Opportunities
Employer. 153029

KINGSTON
UPON THAMES
KINGSTON COLLEGE OF
FURTHER EDUCATION
Kington Hall, Kington
Road, Kingston, Surrey KT1 2AQ
LECTURER IN PHYSICAL
EDUCATION
Post No. 87-56-37
Applications are invited for a
Lecturer in Physical Education
who, as a major part of his
duties, will be responsible for
developing and integrating
College courses and a comprehensive
programme of sports and
leisure activities for all
students. The successful
candidate will be a full
member of a strong Physical
Education team. The
appointment will date from
January 1st 1988 or as soon as
possible thereafter.
Salary scale is £5,843 to
£13,656 per annum. For Applications
close Friday 30th November
1987. (250026)

LEICESTERSHIRE
COUNTY COUNCIL
IN ASSOCIATION WITH
THE HOME OFFICE
Applications are invited
for the following post:
LECTURER I (BUSINESS
STUDIES) R.M. FRISON.
Ashby Road, Leicester
LE1 1JH.
Further details and an application
form are available from the
Principal, Leicester College
of Further Education, Leicestershire
Road, Leicester, LE1 7JH.
Closing date for receipt of
applications is Friday, 13 November
1987. 250026

SUTTON
LONDON BOROUGH OF
SUTTON
CARSHALTON COLLEGE OF
FURTHER EDUCATION
Principal: R. Barden, B.Sc.
(Hons)
TEMPORARY LECTURER I,
ADDITIONAL SUBJECTS
Required from January, 1st
1988, for Spring and Summer
terms only.
Also TIME LECTURERS
FOR LADIES HAIRDRESSING
PRACTICAL AND THEORY
Required as soon as
possible.
Further details and application
forms available from the
Principal's Secretary,
Northampton College of
Further Education, Grosvenor
Road, Northampton, NN1
2GR. Tel: (0604) 403329.
Closing date for receipt of
applications: 19th November
1987. 250026

dacorum college
Hertfordshire County Council
An Equal Opportunity Employer
DACORUM COLLEGE
Marlowes, Hemel Hempstead,
Hertfordshire HP1 1HD
Required as soon as possible
**LECTURER I
IN BUSINESS STUDIES**
To join an enthusiastic team teaching the BTEC National and First
Award in Business and Finance.
The successful applicant will offer Organisation in Its Environment
and/or Finance, and one or more from a range of additional units -
Investment, Marketing Accounting and Business Law, on BTEC
National and contribute to the College's GCSE and 'A' level
programmes in subjects related to those specified.
Preference will be given to applicants who are willing and able to
incorporate modern information technology in their teaching
activities and to those who can demonstrate recent relevant
commercial or industrial experience.
Further details and application forms are available from the
Principal's Secretary at the above address on receipt of a stamped
addressed envelope.
CLOSING DATE - TWO WEEKS FROM THE APPEARANCE OF THIS
ADVERTISEMENT. 154030

BRADFORD & ILKLEY COMMUNITY COLLEGE
We invite applications for the following posts, to commence as soon as possible:
LECTURER GRADE II
Public Administration
Post Ref: BS/1006
You will make a significant input to the teaching of Public Administration and related
subjects, subjects on DTET National and Higher Awards. A graduate or equivalent
will be teacher trained and have appropriate work experience.
LECTURER GRADE I
Photography
Post Ref: AD/0018
We seek applications from suitably qualified persons to teach photography
principally to students on BTEC Diploma in Design courses.
LECTURER GRADE I
Brickwork
Fixed-term contract for one year
Post Ref: ST/0008
To teach primarily on block release CITB/YTS courses. You should hold
experience and hold a minimum qualification of the CGLI Advanced Craft Certificate
in Brickwork, with general experience in teaching or instructing young people.
Salary Scales: Lecturer Grade II - £2595 - £13060 (under review)
Lecturer Grade I - £2843 - £11866
For job descriptions and application forms, please contact The Staffing Office,
Bradford & Ilkley Community College, Great Horton Road, Bradford BD7 1JY.
Closing date: 19 November 1987.
We are an equal opportunity employer and welcome applications from candidates
of any age, race, sex or disability. 153029

NORTH YORKSHIRE
HARROGATE COLLEGE OF
FURTHER EDUCATION
PROFESSIONAL
LECTURER I IN
TECHNOLOGY
We require an enthusiastic
person with a proven
record as a teacher, and
experience in teaching
source technology to play
a key role in staff development
and to oversee a comprehensive
programme of staff
development. The successful
candidate will be a full
member of a strong Physical
Education team. The
appointment will date from
January 1st 1988 or as soon as
possible thereafter.
Salary scale is £5,843 to
£13,656 per annum. For Applications
close Friday 30th November
1987. (250026)

SANDWELL
SANDWELL COLLEGE OF
FURTHER EDUCATION
Principal: R. Barden, B.Sc.
(Hons)
TEMPORARY LECTURER I,
ADDITIONAL SUBJECTS
Required from January, 1st
1988, for Spring and Summer
terms only.
Also TIME LECTURERS
FOR LADIES HAIRDRESSING
PRACTICAL AND THEORY
Required as soon as
possible.
Further details and application
forms available from the
Principal's Secretary,
Northampton College of
Further Education, Grosvenor
Road, Northampton, NN1
2GR. Tel: (0604) 403329.
Closing date for receipt of
applications: 19th November
1987. 250026

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Closing date for receipt of
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1987. 250026

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued
NOTTINGHAMSHIRE
COUNTY COUNCIL
SANDWELL COLLEGE OF
FURTHER EDUCATION
Principal: R. Barden, B.Sc.
(Hons)
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Required from January, 1st
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Northampton College of
Further Education, Grosvenor
Road, Northampton, NN1
2GR. Tel: (0604) 403329.
Closing date for receipt of
applications: 19th November
1987. 250026

OXFORDSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
OXFORDSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
Applications are invited
for the following full-time
posts which are available
from January 1988 or as
soon as possible thereafter:
LECTURER IN ELECTRO-
NICS
For a team currently en-
gaged in developing
electronics/computer
technology for industrial
training, research, BTEC
and CGLI courses.
Applicants should be
well-qualified in electro-
electronics and have
recent industrial expe-
rience. Enthusiasm and
willingness to assist in
the ongoing development work
of the team are essential.
The College is well equipped
and has considerable expe-
rience in these areas of
study.
Further details and an application
form are available from the
Principal, Oxfordshire College
of Further Education, 100
Road South, West Oxford,
Oxford, OX1 1JH. Tel: 0185 569 4800, ext.
267. (153444) 250026

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of Further Education, 100
Road South, West Oxford,
Oxford, OX1 1JH. Tel: 0185 569 4800, ext.
267. (153444) 250026

PLYMOUTH
COLLEGE OF FURTHER
EDUCATION
TEMPORARY (1 YEAR)
LECTURER GRADE I IN
DATA PROCESSING
To teach both theoretical and
practical aspects of data
processing and commercial
computing. Emphasis on
the use of modern
software development in High
Level Languages.
You should have suitable
academic qualifications. Re-
levant practical experience is
important and teaching expe-
rience would be an advantage.
Salary: £5,843 - £13,656
with the starting point de-
pendent upon qualifications
and experience.
Further particulars and ap-
plication forms are available
from: The Registrar, 18 TT,
Kings Road, Devonport, Ply-
mouth PL4 8QQ.
Closing date for applica-
tions 30th November 1987.
(153010) 250026

SOMERSET
COUNTY COUNCIL
SOMERSET COLLEGE OF
ARTS AND TECHNOLOGY
Principal: R. Barden, B.Sc.
(Hons)
TEMPORARY LECTURER I,
ADDITIONAL SUBJECTS
Required from January, 1st
1988, for Spring and Summer
terms only.
Also TIME LECTURERS
FOR LADIES HAIRDRESSING
PRACTICAL AND THEORY
Required as soon as
possible.
Further details and application
forms available from the
Principal's Secretary,
Northampton College of
Further Education, Grosvenor
Road, Northampton, NN1
2GR. Tel: (0604) 403329.
Closing date for receipt of
applications: 19th November
1987. 250026

SOMERSET
COUNTY COUNCIL
SOMERSET COLLEGE OF
ARTS AND TECHNOLOGY
Principal: R. Barden, B.Sc.
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Closing date for receipt of
applications: 19th November
1987. 250026

SOMERSET
COUNTY COUNCIL
SOMERSET COLLEGE OF
ARTS AND TECHNOLOGY
Principal: R. Barden, B.Sc.
(Hons)
TEMPORARY LECTURER I,
ADDITIONAL SUBJECTS
Required from January, 1st
1988, for Spring and Summer
terms only.
Also TIME LECTURERS
FOR LADIES HAIRDRESSING
PRACTICAL AND THEORY
Required as soon as
possible.
Further details and application
forms available from the
Principal's Secretary,
Northampton College of
Further Education, Grosvenor
Road, Northampton, NN1
2GR. Tel: (0604) 403329.
Closing date for receipt of
applications: 19th November
1987. 250026

SOMERSET
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SOMERSET COLLEGE OF
ARTS AND TECHNOLOGY
Principal: R. Barden, B.Sc.
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Closing date for receipt of
applications: 19th November
1987. 250026

SURREY
KINGSTON COLLEGE OF
FURTHER EDUCATION
ADULT TRAINING UNIT
Post No. 87-10-10
Temporary Lecturer in Retail-
ing to teach on a part-time
New Job Training Scheme and
from January 1988.
Candidates should be good
communicators and have an
enthusiastic approach. A
knowledge of retailing and
technology would be an ad-
vantage.
The post may be extended
beyond one year.
Salary Scale: £5,843 -
£13,656 (under review).
For application and job de-
scription please write to The
Principal, Kingston College of
Further Education, Kingston
Road, Kingston Upon
Thames, Surrey KT1 2AQ.
Closing date for applications
30th November 1987.
(153010) 250026

WEST SUSSEX
LEWES TECHNICAL
COLLEGE
LECTURER IN SPECIAL
NEEDS
Temporary one year appointment
in the first instance to teach
undergraduate literacy, science
and basic job related skills
and visit students on work
placements.
Appropriate qualifications
and experience necessary.
Possible promotion to permanent
later.
Further details and application
forms from the Principal,
Lewes Technical College,
Moulton Road, Lewes, Tel:
(0273) 476121. 250026

WEST SUSSEX
LEWES TECHNICAL
COLLEGE
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NEEDS
Temporary one year appointment
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Appropriate qualifications
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Possible promotion to permanent
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(0273) 476121. 250026

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Appropriate qualifications
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Further details and application
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Lewes Technical College,
Moulton Road, Lewes, Tel:
(0273) 476121. 250026

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and basic job related skills
and visit students on work
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Appropriate qualifications
and experience necessary.
Possible promotion to permanent
later.
Further details and application
forms from the Principal,
Lewes Technical College,
Moulton Road, Lewes, Tel:
(0273) 476121. 250026

SUFFOLK
COUNTY COUNCIL
WEST SUFFOLK COLLEGE
OF FURTHER EDUCATION
Out Ribsbygate, Bury St
Edmunds, IP8 5SL
LECTURER GRADE I
The Education Depart-
ment of West Suffolk High-
school is seeking a Lecturer
of approximately 800 male
adult inmates is a con-
stant Department of the
West Suffolk College of
Further Education.
Applications are invited
for the post above to com-
mence January 1988 or as
soon as possible thereafter.
The post provides opportu-
nities to work with in-
mates in a wide range of
training situations with
particular emphasis on il-
literate and numeracy at a
basic level. An additional
advantage of the post is the
ability to offer art/craft.
Salary Scale: £5,843 -
£13,656 (under review).
Further information and ap-
plication forms are available
from the Principal, West
Suffolk College of Further
Education, Out Ribsbygate,
Bury St Edmunds, IP8 5SL.
Closing date for completed
application forms is Fri-
day, 19 November 1987.
(153010) 250026

WALSALL
METROPOLITAN
BOROUGH COUNCIL
WALSALL COLLEGE OF
TECHNOLOGY
DEPARTMENT OF CHILD
STUDIES AND YOUTH
SERVICES
RE-ADVERTISEMENT -
LECTURER IN
COMMUNITY CARE
Required from 1st Janu-
ary 1988 or as soon as
possible thereafter. The
successful candidate will
assist in the development
of BTEC courses with
the Department and as
Team Leader (Community
Care).
For an application form
and further details, please
send a stamped addressed
envelope to the Principal's
Secretary, Walsall College
of Technology, St. Paul's
Street, Walsall, West Mid-
lands, WV1 1JH.
Previous applicants who
wish to be reconsidered
should notify the Princip-
al's Secretary according
to the following details:
Closing date for applica-
tions 20.11.87.
Walsall is an equal oppor-
tunity employer. 250026

WALSALL
METROPOLITAN
BOROUGH COUNCIL
WALSALL COLLEGE OF
TECHNOLOGY
DEPARTMENT OF CHILD
STUDIES AND YOUTH
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tunity employer. 250026

Colleges of Higher Education

Heads of Department

LANCASTER
S. MARTIN'S COLLEGE
OF HIGHER EDUCATION
Principal: R. Barden, B.Sc.
(Hons)
TEMPORARY LECTURER I,
ADDITIONAL SUBJECTS
Required from January, 1st
1988, for Spring and Summer
terms only.
Also TIME LECTURERS
FOR LADIES HAIRDRESSING
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Required as soon as
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Further details and application
forms available from the
Principal's Secretary,
Northampton College of
Further Education, Grosvenor
Road, Northampton, NN1
2GR. Tel: (0604) 40332

CAREERS SERVICE
CAREERS OFFICER (POOLE)
 (BASED AT THE AREA CAREERS OFFICE,
 3 PARK ROAD, POOLE)
 Post Number CO230X
CAREERS SERVICE
CAREERS OFFICER (BLANDFORD)
 (BASED AT THE AREA CAREERS OFFICE,
 THE TABERNACLE, BLANDFORD)
 Post Number CO205X

Applications are invited from professionally qualified, experienced Careers Officers to fill a post as a Careers Officer following the promotion of the present postholder.

This is a generic post and you will undertake a full range of duties expected of a Careers Officer working with Schools and Industry. You should hold a valid full driving licence and should have received training approved by the Careers Service Committee of the Local Government Training Board, and have at least part 1 of the Diploma in Careers Guidance or Diploma in Vocational Guidance.

Salary Scale 4/5/6 £7,859 to £10,547 depending upon qualifications and experience. Application forms returnable by 20 November 1987 and further details from County Education Officer (M.D.), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: (0305) 20 4171. (Please quote Post Number).



L.E.A. ADMINISTRATION continued



HASTINGS CAREERS OFFICER
 (3 posts)

Salary Scale 4-6
 £7,859 - £10,547
 £7,833 - £10,587 w.a.f. February 1, 1988

Vacancies exist for qualified careers officers to undertake generic duties in the Hastings Team of this dynamic and forward thinking careers service.

Each post covers the full range of duties and responsibilities with each careers officer working in one 11-18 school.

For further details please ring Peter Carcos on (0424) 425780.

Details and application forms (large S.A.E. please) from: East Sussex County Careers Services, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG.

Closing date for receipt of applications is November 27.

Please quote job reference: 154. East Sussex is committed to equal opportunities.



CHESHIRE EDUCATION COMMITTEE
 (in association with the Prison Department of the Home Office)

THORN CROSS YOUTH CUSTODY CENTRE, WARRINGTON

**Education Officer
 Head of Department III**

Applications are invited from qualified and experienced teachers for the post of Education Officer at this Youth Custody Centre.

The post will be on the establishment of North Cheshire College, Warrington.

Application form and further particulars available from:- (self addressed envelope please) Personnel Administrative Officer, North Cheshire College, Padgate Campus, Fearnhead, WARRINGTON WA2 0DB. Closing date: Friday, 20th November 1987.

L.E.A. ADMINISTRATION continued

Somerset County Council
 AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT
CURRICULAR AND ADVISORY SERVICES BRANCH
ADVISER FOR HOME SCIENCES

Grade: Soubury Spinal Range 10-13
 Scale: £19251 - £20751 per annum

Somerset welcomes applications from people with substantial and varied experience, flair and imagination for the above post.

The LEA is involved in a number of national initiatives including OCEA, LAF, TVEI, CPVE, Teacher Appraisal and other projects arising from Educational Support Grants.

Advisers play a leading role supporting schools in relation to curriculum development, in-service training and school reviews.

Candidates should have a degree (or equivalent) and substantial teaching experience at Head of Department level or above.

Application form and further details available from the Staffing NT Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY. (S.A.E. please).

CLOSING Date: 20 November 1987

HAMPSHIRE EDUCATION DEPARTMENT
CAREERS SERVICE
CAREERS ADVISER (ETHNIC MINORITY)
 (Readvertisement)
 Salary up to £12,886
 Based at Southampton.
 The postholder will be interested and preferably experienced in working with young people of New Commonwealth and Pakistani origin and have knowledge of an appropriate Asian language or be prepared to learn the basics of one.
 Applicants should hold the Diploma in Careers Guidance or equivalent. Generous relocation expenses are available in appropriate circumstances. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
 Application form and further details available from: Careers Service HQ, Education Department, The Castle, Winchester, SO8 3UG, telephone Winchester 841841, ext. 370, quoting reference 10637. Closing date: 20th November 1987. (S2814)

NORTHUMBERLAND EDUCATION DEPARTMENT

TRAINER CAREERS OFFICER SCALE 5/6

Applicants for this post must have a definite offer of a place on an approved course of training for the Diploma in Careers Guidance, commencing January 1988.

The person appointed will be based at an area Careers Office until starting the course in January.

For further details and application forms, please send a stamped addressed envelope (A4) to:- The Director of Education, County Hall, Northumberland, Newcastle NE1 3EP.

Closing date Friday 20th November 1987. 480000

TRAINEE CAREERS OFFICER
 (2 Posts)

Ref: ED190
 £6,225-£7,503 p.a.
 + casual/over car allowance + loan facilities

This is a trainee post consisting of a short period of in-service training before being seconded on a one year full-time course starting in January 1988, and leading to the Diploma in Careers Guidance. There is no guarantee of a permanent Careers Officer post with the Authority subsequently.

Applicants should have experience of working with young people in addition to either a degree/diploma in Higher Education, HND/HNC, Certificate of Education or Diploma in Municipal or Public Administration.

However, candidates aged 25 or over with 5 years relevant employment experience may be considered without these qualifications.

Applications from ethnic minority groups will be particularly welcome. Last date for receipt of applications: 20th November 1987.

Application forms and further details from: Personnel Dept., P.M.S.L., Civic Centre, Darwall Street, Walsall W61 1TP, quoting job title and reference number.

Tel: Walsall 21244 ext. 3202.



Walsall
 Metropolitan Borough
 An Equal Opportunity Employer

EDUCATION DEPARTMENT

CAREERS OFFICER:

£9,528 - £11,395 inc. pa.

We require a qualified careers officer with a Diploma in Careers Guidance Part 1 minimum.

Are you interested in dealing with a complete range of students aged 14-19?

Are you keen to work for a small service where everyone can have a say in what is done?

We need an enthusiastic and lively person to join our team based at Richmond's Tertiary College to advise young people of all abilities in schools and colleges and to make an effective contribution to the development of the service.

Form and job description from Non-Teaching Personnel Section, Regal House, London Road, Twickenham TW1 3QB (01-891 7518), returnable by 20th November 1987.



General County Inspector (Design)

Salary to be four consecutive points within the range for Advisers, points 5 to 19 - £16,749 to £23,751 p.a.

Applications are invited from suitably qualified and experienced candidates for this post within the Inspectorate. The successful candidate will be expected to build upon experience, personal qualities and vision to respond to challenges emerging from the contemporary industrial scene.

Application form and further details are available from: Chief Education Officer, Staffing Non-Teaching Section, Education Offices, Tipping Street, Stafford ST16 2DH. Enclose s.a.e.

Closing date for applications Friday, 20th November 1987.

Trade Union Membership encouraged.



ASSISTANT COUNTY EDUCATION OFFICER

(Information Systems & Administration)
 £23,706 - £25,812 + Car + Other Benefits*
 County Hall, Kingston upon Thames

Surrey is well advanced with the use of information systems, and is looking for a senior manager who will carry out responsibility for the promotion, development and support of information systems throughout the Department, in Schools and Colleges, and for Office Services and Administration generally.

Applicants should be graduates or equivalent, have appropriate experience of information systems and their use and, preferably, be able to offer experience in Local Education Authority Administration.

Our benefits package is amongst the most extensive in local government - we provide a car, BUPA cover, offer a generous mortgage subsidy, disturbance allowance and meet the full cost of relocation.

Application form and further details available from Head of Personnel Services, County Hall, Kingston upon Thames, Surrey, KT1 2DN, Tel: 01-541 8789, quoting Ref. PSD 27. Closing date 27th November 1987.

(S3321)



General Advisers for Curriculum Development 14-18
TVEI Consortium Co-ordinators

£19251-£20751 - two posts to work as members of the Authority's Advisory Team with specific responsibility for the development of the curriculum in a TVEI Consortium. The postholders will work closely with the Management Teams of the participating schools/colleges to create programmes of curriculum led staff development, and also have a specific responsibility for the management of the TVEI Project with the Authority's Co-ordinator.

Applicants should hold a management position in a school or college and have considerable experience of leading successful curriculum development for the age range 14-18.

Further details and application forms from Chief Education Officer (Admin. Section), Westex House, 1 Trinity Road, Dudley, West Midlands (tel. Dudley 59453, ext. 4250), return by 27th November. Re-advertisement.



DUDLEY
 Metropolitan Borough
 Equal Opportunity Employer

County Training Tutor

£12,156

A challenging new opportunity in the Kent Enterprise for Youth (KEY) Training Scheme which provides opportunities for school leavers to become involved in a wide range of work experience and relevant training. Your task will be to co-ordinate and develop the training elements of the Scheme which operates from six Centres across the County and caters for over 1,000 trainees. Working from Maidstone as your base, you will therefore need a current driving licence and use of a car, for which an allowance is payable.

Your responsibilities include negotiating with examining bodies, developing syllabi in conjunction with national model schemes, supporting the Area Training Tutors and pioneering new assessment and instructional techniques.

If you feel you have the relevant experience and qualifications to take on this challenge, and can show commitment to an innovative approach to the training of young people within such a scheme, then we would like to hear from you.

Job description and application form, returnable by 20 November, available from the County Education Officer, F4, Springfield, Maidstone, Kent ME14 2LJ, telephone Maidstone (0622) 671411 ext 2567 and 2570. The post is for an under-termined period and will subsist only whilst the Scheme is in being.

(S3321)



DEPUTY AREA CAREERS OFFICER
 CENTRAL AREA

Salary Scale S.O.1 £11,070 - £12,075 p.a.

An experienced Careers Officer is required for the above post based in Norwich. The postholder is expected to play a part in the management of the Area operations, in addition to responsibility for specific professional aspects of the work.

Essential car user allowance is attached to this post. A car lease scheme, etc., is also available.

Application form and further details on receipt of s.a.e. from the County Education Officer, Room 5, County Hall, Martineau Lane, Norwich NR1 2DH.

Closing date 20th November 1987.

(S3333)



DIRECTORATE OF EDUCATION

General Inspector of Schools
 (English and Modern Languages)
 Soubury Adviser Grade Points 13-18
 £21,546 to £23,046 per annum inclusive of London Allowance

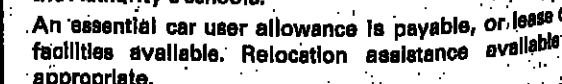
General Inspector of Schools with specialist responsibility for English and Modern Languages required from 1st January, 1988 or as soon as possible thereafter.

Applications are sought from qualified teachers with relevant experience for this important post within the Schools Inspectorate. The successful applicant will be attached to a group of primary and secondary schools and will inspect and advise on English and Modern Languages throughout the Authority's schools.

An essential car user allowance is payable, or lease car facilities available. Relocation assistance available if appropriate.

Application forms and further details available from: Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (Tel: 01-303 7777 Ext. 3846/3847). Closing date 23rd November 1987.

(S3333)



Bexley
 London Borough



Uplands Community College
WADHURST

COMMUNITY CAREERS OFFICER

Salary (payable at Scale 0) £9,956 - £10,547

£10,181 - £10,887 w.a.f. February 1, 1988

A qualified, experienced careers officer is required in a dynamic, forward thinking careers service. This post, in a rural part of the County, carries a full range of careers officer duties and responsibilities. Ability to work closely with college staff, parents and the local community, as well as with students, is an essential element of this important job.

Informal enquiries can be made to Lesley Arnold, Team Leader, on (0262) 841737.

Details and application forms (large S.A.E. please) from: East Sussex County Careers Services, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG.

Closing date for receipt of applications is November 27. Please quote job reference: 153. East Sussex is committed to equal opportunities.



Bexley
 London Borough

ELT DESK EDITOR

Thomas Nelson & Sons Ltd are looking for a Desk Editor for their expanding ELT publishing department, to copy edit a variety of manuscripts under the guidance of the ELT Sponsor (Examinations & Reference).

Applicants should be graduates with the RSA Dip. TEL or equivalent. They should have at least two years' EFL experience abroad, including experience of examination classes. An interest in grammar and lexis is desirable. Publishing experience is not essential, as training will be provided as necessary.

Salary at least £2513 depending on experience. Terms and conditions in accordance with the current NUJ agreement.

Please apply to Carol Baylis at the address below:

Thomas Nelson and Sons Ltd
Nelson House, Mayfield Road
Walton-on-Thames
Surrey KT12 5PL
Tel (0932) 246133

MISCELLANEOUS

SUMMER TEACHING JOBS
IN AMERICA work on
American children's camps
mid-June to end August; see
ad under Overseas Appoint-
ment. (139272) 680000

PLEASE
MENTION
THE
T.E.S.

when replying
to
advertisements

AVON COUNTY
SILVERDIP CHILD AND
FAMILY SUPPORT CENTRE
71 High Street, Wotton
Wotton-under-Edge, Glos. GL32 8EJ
Required from January
1988 for a full-time
well qualified and experi-
enced teacher to join a three-
year old multi-disciplinary
project. The objective is to
support the learning and behav-
ioural and emotional difficulties
in their community.
The post requires a teacher
who is fully resourceful and
sensitive to the individual
and who has proven class-
room management skills.
The teacher will have joint
responsibility for the educa-
tional component of the centre, in-
dividual and group tuition and
liaison with local
schools.
A 15 hours per week Addi-
tional Duties Allowance pay-
able.
Further information is
available on request from
Tony Lee, Project Officer, at
Wotton-Super-Market, 55717
application to Mr. D. Davies,
Education Department,
Avon House, 100 James
Barton, Bristol BS99 7EB,
giving full cv and details of
two referees and a SAE.
Closing date: 20th Novem-
ber 1987.
Avon as an Equal Opportunity
Employer considers applica-
tions from all groups of people
on their suitability for the
post regardless of sex, race,
disability or sexual
orientation. (16653) 680000

ROBERT HORNE PAPER CO. LTD.
PRODUCT PROMOTIONS

We require 3 additional people to join our team which promotes Robert Horne products to advertising agencies and design studios. Based in London, Milton Keynes and Bolton the successful applicants will be presentable, enthusiastic and self motivated. Knowledge of design, print and paper would be an advantage but is not essential. Salary depends upon experience and a car is provided.

For more information and an application form, contact Rowena Arman, Product Promotions Manager, Robert Horne Paper Co. Ltd, Unit 3, Bermondsey Trading Estate, Rotherhithe New Road, London, SE16 3LW. 01 237 0571.

BRITISH MUSEUM

Teacher for an educational project on the Canadian North at the Museum of Mankind (Curator F).

The successful candidate will lead a programme for school parties of top junior and early secondary ages visiting the exhibition 'Living Arctic: Hunters of the Canadian North'. The candidate must have a degree and relevant teaching experience. Some knowledge of contemporary issues affecting native Arctic peoples is desirable. The post is offered as a six month contract, with the possibility of renewal for a further 6 months.

Salary: £8,814-£11,619

For details and an application form apply on a postcard to: Personnel 1 (ref 32/87) British Museum, Gt Russell St. WC1B 3DG.

Closing date for completed forms: 23.11.87.
An equal opportunity employer.

Civil Aviation Authority

General Manager

College of Telecommunications Engineering
up to £26,000 + car

Aircraft flying over the UK rely heavily on the navigational aids, radar, communications and data processing systems provided by the National Air Traffic Services. The training of the engineers who install and maintain these systems is a vital component of the quality of the service provided.

The CAA at its College of Telecommunications Engineering at Bletchley Park carries out a wide variety of training. Engineer Cadets with BTEC Diplomas complete a nine month residential course before going to operational units for on-the-job training while mature engineers return periodically to the College for training on new equipment and systems. The College has radar and navigational installations specifically for practical training and is developing programmes for computer aided learning.

As General Manager you will be responsible for the management of all resources at the College, the quality of training provided and the development of new programmes. You will report to the Director of Training (Air Traffic Services).

You will probably be a graduate with a background of teaching, lecturing or training and currently be involved in the running of a College or training organisation at a senior level. Ideally you will be a Chartered Engineer with an informed knowledge of the application of telecommunications engineering in civil aviation and experience of budgetary control.

Salary will be up to £26,000 together with a car and other senior management benefits.

Please send a full CV together with a telephone number where you can be reached (day or evening) to Mrs Rita Hewitt, Civil Aviation Authority, Personnel Department, Room T1220, CAA House, 45-59 Kingsway, London WC2B 6TE to arrive by the end of November.

The successful candidate will be required to take up the appointment by 1 April 1988.

MISCELLANEOUS

YOUR CV written to highest
standards for success in your
next career move. London &
Farnham, Surrey. Tel: 01 701 1330.
(12664) 680000

Outdoor Education

COURTLANDS CENTRE. Re-
sident Owner and Manager.
Multi-Adventure Courses for
Primary, Secondary &
Adults. Canoe, sail, water-
ski, climb, rope, ride & more.
Integrated with field work if
required. Field Work Div.
Good m/c. A level. GCSE.
TVEI, VTS, Short run facilities
and outdoor courses. Contact
John Garland, Courtlands
Centre, Nr. Kilmisburgh, S.
Devon PL48 9LW. Tel: (0548)
556227. (05065) 680000

WILTSHIRE COUNTY COUNCIL
Christie Miller Sports Centre
SPORTS CENTRE
SUPERVISOR

Salary £6951pa - £8559pa.

Christie Miller is a large dry Sports Centre whose facilities include a large sports hall (7 badminton courts, 3 volleyball, basketball), 3 squash courts, 6 indoor bowls rinks, bar and dining areas, 9 hole golf course, all weather athletic track, football, hockey and rugby pitches.

The person appointed will be required to help organise and coach in gymnastics and trampolines; other coaching qualifications would be an advantage. Duties also include working evenings and weekends on a rota basis.

Application form and job description from the Manager, Christie Miller Sports Centre, Lancaster Road, Bowerhill, Melksham, Wiltshire SN12 6QU. Tel. Melksham 704385 (returnable by 23rd November 1987).

BA14 8JB, telephone (02214) 3641 Ext. 2460.

AN EQUAL OPPORTUNITIES EMPLOYER

THE CBI EDUCATION FOUNDATION
Invites applications for the post of
DIRECTOR - MIDLANDS

Understanding British Industry (UBI)

UBI is a Project sponsored by the CBI Education Foundation to improve the understanding of wealth creation among teachers of pupils aged 13-18 and to improve the understanding of the educational system of those working in business.

The main task is to develop practical schemes with LEAs, schools, institutions of higher education and employers to secure co-operation on curriculum development between educationalists and industrialists. UBI Midlands Director will have the support of a small team of seconded personnel from industry and education.

Applications are invited from candidates who have achieved a senior position in either education or business and have good experience and knowledge of the other. Vision, enthusiasm and tact are important qualities. The post is based in Leicester and the salary is negotiable from £16,000. A car is provided and there is a contributory pension scheme.

Application forms, which must be returned by 20th November 1987 are available from:

Operations Director
UBI
Sun Alliance House
New Inn Hall Street
Oxford
OX1 2DE
Tel: Oxford (0865) 722585

Secondment will be considered (minimum three years). (13969) 680000

We are looking for a
TEACHER
or
PSYCHOLOGIST
living in the Midlands

to join our Sales Department as an Area Manager

NFER-NELSON is the UK's leading publisher of tests and assessments for education, for the clinical and caring professions and for the business market.

The Area Manager's role is to represent the Company to customers through direct visits or at seminars, workshops or exhibitions. The job will be home based and location in the Midlands would be essential.

We offer a Company car, competitive salary and the usual allowances. In return we are looking for a self-motivated energetic person willing to become fully involved in this demanding role. Selling experience would be useful but not essential.

For further details and an application form please contact:

Sue Martland
The NFER-NELSON Publishing Company Ltd
Darville House
2 Oxford Road East
WINDSOR, Berks SL4 1DF
Tel: 0753-858961

DEVON

SKERN LODGE OUTDOOR
CENTRE. Outdoor Education
171/28, Skern, Exeter, Devon.
The professionals in Outdoor
Education. Single or Multi-
Activity and Field Study
Courses. Senior & Junior
Management Training. In-
dividual and group tuition.
For the best in instruction,
equipment, facilities and value
Tel: Brixton 02372 75999
or write Skern Lodge, Appin-
dore, Brixton, Devon, TQ1 2JG.
For brochure,
contact member of British
Activity Holiday Association.
See our Advertisements Page 26.
(13882) 680000

NORTH YORKSHIRE

EDUCATION
DEPARTMENT
NEWELL PARK
CENTRE FOR OUTDOOR
EDUCATION
Newell Park, Harrogate
GROUPTACHERS - 3
POSTS

Required for January
1988 or as soon as avail-
able. It is desirable to have
outdoor education experi-
ence of working with either
primary or secondary age
pupils and advantageous to
have an interest in caring
under environmental educa-
tion. One post is resident
with board and lodging
allow for extraneous duties.

Salary: Main Scale.
Application forms and
further particulars see
p. 13882. For details apply
to: Education Officer, Room
508, County Hall, North-
allerton, North Yorkshire
YO8 5BB. Tel: 0191 261 2000
20.11.87. (139251) 680000

SOUTHAMPTON

CALSHOT ACTIVITIES
CENTRE
OUTDOOR PURSUITS/
WATERSPORTS
INSTRUCTORS

Required for March - October
1988.

For those wishing to im-
prove or learn new skills with a
view to a career in Outdoor
Education. One month's inten-
sive training in Canoeing, Raft-
ing, Windsurfing, Skiing,
Climbing will be followed by a
five month period as an
instructor at the Centre.

For further details and
application forms apply to D. K.
Evans, Deputy Director, Calshot
Activities Centre, Calshot
Surrey, Hampshire, Southampton
SO1 1BS. Tel: 0703 592077.
(12515) 680000

SUMMER TEACHING JOBS

IN AMERICA work on Ameri-
can children's camps, mid-
June to end August; see ad
under Overseas Appoint-
ment. (139272) 680000

Plas Menai

National
Watersports
Centre

APPOINTMENT OF CHIEF INSTRUCTOR

£12,470 to £15,754 (pay award pending)

PLAS MENAI is a fast growing purpose built NATIONAL CENTRE
specialising in a wide range of water sports.

The Chief Instructor is a major budget holder responsible to the
Principal for all aspects of instruction, programming, equipment,
instructor training and bookings liaison.

The person appointed will be exceptionally qualified in all aspects
of safety and water sports, will have a proven record of successful
management and administration in a challenging environment
and be able to deputise for the Principal on appropriate occasions.

A job description and application form is available from:-

The Personnel Officer, Sports Council for Wales, National
Sports Centre for Wales, Sophia Gardens, Cardiff CF1 9SW
Telephone: Cardiff 397571 ext 226

Closing date for applications is 27 November 1987

(13969) 680000

Cynfor
Chwaraeon
Cymru

The Sports
Council
for Wales

Shropshire Education Committee
Equal Opportunities Employer

Applications are invited for the post of

Warden

of the Shropshire Outdoor Education Centre, Arthog,
Gwynedd.

Required Easter 1988. Applicants should be qualified
teachers, preferably graduates in geography, biology or
related subjects, with substantial experience in management
of outdoor education. Applicants must hold a current driving
licence. The post is non-residential.

Salary is equivalent to Head teacher group 6 (£17751) plus an
additional duties allowance (currently £2946). Local Con-
ditions of Service.

Application forms and further details are available from the
County Education Officer, (ST479), Shirehall, Abbey Fore-
gate, Shrewsbury, SY2 6ND. (Telephone 254409) to whom
applications should be returned by 20th November 1987.

(13969) 680000

Shropshire
County Council

DARTMOOR EXPEDITION

CENTRE. Outdoor Education
171/28, Skern, Exeter, Devon.
The professionals in Outdoor
Education. Single or Multi-
Activity and Field Study
Courses. Senior & Junior
Management Training. In-
dividual and group tuition.
For the best in instruction,
equipment, facilities and value
Tel: Brixton 02372 75999
or write Skern Lodge, Appin-
dore, Brixton, Devon, TQ1 2JG.
For brochure,
contact member of British
Activity Holiday Association.
See our Advertisements Page 26.
(13882) 680000

English as a
Foreign Language

BOURNEMOUTH

USA COURSES AT ITTC
Learn to teach English as a
foreign language at the Inter-
national Teacher Training Cen-
tre, Bournemouth. The Centre
runs regular 4 week intensive
courses leading to the
Royal Society of Arts Diploma
in Teaching English as a Foreign
Language. For details write to ITTC,
674 Wimborne Road, Bournem-
outh or Tel: (0202) 249
(12041) 700000

LONDON W14

THE LONDON SCHOOL OF
ENGLISH
is looking for full-time
permanent and temporary
ESL teachers.

Applicants should be well
qualified with relevant ex-
perience.

Salaries depend on experi-
ence and workload but for
1988 minimum will be £9,750
and a maximum of £11,500.
Night classes from January-
March 1988.

Applicants should send a
detailed cv covering
experience and workload, a
self and a critical assessment
of some published materials
you have used recently. Clo-
sing date: 20th November
1987. For details write to ITTC,
674 Wimborne Road, Bournem-
outh or Tel: (0202) 249
(12041) 700000

WORCESTERSHIRE

Available January 1988.
Senior EFL position in re-
sidential school. Deputy Head,
school. Deputy Head of EFL
and Housemaster. EFL
experience. 15 Holland
at least 3 years experience. A
degree or Cambridge
FCE desirable.

For details and application
forms apply to: D. K.
Evans, Deputy Director, Calshot
Activities Centre, Calshot
Surrey, Hampshire, Southampton
SO1 1BS. Tel: 0703 592077.
(12515) 680000

SUMMER TEACHING JOBS

IN AMERICA work on Ameri-
can children's camps, mid-
June to end August; see ad
under Overseas Appoint-
ment. (139272) 680000

EAST SUSSEX

EMBASSY STUDY TOURS
LTD

(SENIOR) EFL
TEACHERS

MARKETING ASSISTANT

Required immediately to
assist in planning,
organising and conducting
our (mainly) summer
study tours in North
America, U.K. Centres. This
position will involve con-
taining and also de-
sign and oversee the TEL
programme in all centres.
Thus TEL qualifications
and experience of vaca-
tion language courses
essential. An exciting,
responsible job based in
Hastings, but travelling
UK and abroad. Salary
commensurate with qual-
ifications and experience.

Full cv. to Janet Abu-
hams, Embassy Study
Tours, Ltd, 10 Hanover
Square, Marlow, Bucks.
Tel: 0494 240282.
(12041) 700000

CAMBRIDGESHIRE

NORTHAMPTON

Required as soon as possible -

Teacher of English as a
second language to work with
secondary age pupils (Main
30th November 1987)

Further details and an ap-
plication form available from
the Senior Area Education
Officer, Education Office,
Professional Services, 10
Peterborough Road, Peter-
borough, Cambs. PE1 1TU
November 1987.
(13061) 710000

CROYDON

LONDON BOROUGH OF
CROYDON

ENGLISH AS A SECOND
LANGUAGE
SECONDARY TEAM

Applications are invited
from Secondary Teachers
with relevant experience
and qualifications in
teaching English as a Second
Language. Full time and/or
part time work available.

Salary: Main Grade plus
Outer London Allowance.
Terms: As soon as
possible.

Details and forms to be
returned by 24th November
1987 to: Director of
Services Training, Educa-
tional Development, (for
the attention of Angela
Dawson), Davidson Cen-
tre, Davidson Road,
Croydon CR0 6BP. Tel:
01-655 1299. Ext. 140.
(10584) 710000

English as a

Second Language

DERBY

COUNTY COUNCIL

Please see composite advert
under secondary. 710000

HERTFORDSHIRE

NORTHAMPTON

Required for April 1988, or
earlier, for a full-time, joint
Co-ordinator of the Primary
Schools as a Second Language
Team, under Multi-Cultural
Education. (18970) 710000

ASSISTANT
MANAGER

REDBRIDGE SPORTS CENTRE TRUST LTD

We require an Assistant Manager to join a young and
enthusiastic team managing this independent multi-sports
complex. The Centre, winner of the 1987 Greater London
Sports Council's Management Award, provides a challeng-
ing opportunity for a self-motivated person. Applicants,
probably aged between 21 and 30, should have relevant
qualifications in either recreation management or physical
education. The position offers a wide range of managerial
responsibilities and excellent training for career advance-
ment. The Centre caters for 20 activities but is particularly
well known for racket sports and so an interest in such
activities would be an advantage.

Starting salary - £7,500 p.a.

Accommodation available if required.

Application forms and further details from the Secretary,
Dept. TE, Redbridge Sports Centre Trust Ltd, Forest Road,
Barking, Essex IG8 3HD. Phone No. 01-501 0019.

Completed application forms to be returned not later than
Friday 20th November 1987.

(13970) 680000

North Yorkshire County Council

YORKSHIRE DALES NATIONAL PARK

SENIOR INSTRUCTOR,
WHURNSIDE CENTRE

Fixed term - 3 years from date of
appointment

Scale 5 (£8,790-£9,854)

At Wharfedale, the Yorkshire Dales National Park
residential outdoor activity and study centre near Dent. The
duties of the post are varied and include providing
assistance and instruction for groups resident at the Centre,
arranging activities for day visitors and planning and
running a number of more specialist outdoor activity or
field study courses.

You should hold a teaching qualification, ideally in
geography or a related subject, have experience of teaching
in either a school or outdoor centre and should also be
capable of instructing rock climbing, caving and general
mountaineering at least to an introductory level. The post is
non-residential.

Application forms and further details from the National
Park Officer, Yorksdales House, Bainbridge,
Layburn, North Yorkshire DL8 3BP,
Tel: Wensleydale (0869) 50466.
Closing date: 20.11.87.

(13970) 680000

Shropshire
County Council

ENGLISH AS A SECOND LANGUAGE

CROYDON

DEPUTY TO TEACHER IN CHARGE
PRIMARY EDUCATION II TEAM

Main Grade, Incentive Allowance B

Applications are invited for the above post which becomes vacant in April 1988.

The person appointed will be expected to teach EAL in schools for 0.6 and to work alongside the teacher in charge for the remainder of the week. This work will include in-service training, the provision and maintenance of appropriate resources, support of team members and mainstream teachers in schools.

The successful applicant will:

- have recent and relevant experience in infant and junior schools and suitable qualifications;
- have an up to date knowledge of developments in multi-cultural education;
- have experience of collaborative working in the mainstream classroom;
- have own transport (usual car users allowance payable).

Tenure: 11 April 1988.
Salary: Main Grade and Incentive Allowance B (Outer London Allowance).
Closing date: 4 December 1987.

Interviews will be held in January.
Further details and application form from Director of In-service Training and Curriculum Development (for the attention of Mrs E. Gregory, Ref: EOL/ESL), Davidson Centre, Davidson Road, Croydon, Surrey, CR0 6DP, Tel: 01-555 1099, Ext. 140. 710000

HILLINGDON

LONDON BOROUGH OF HILLINGDON

TEACHERS OF ENGLISH AS A SECOND LANGUAGE ARE REQUIRED TO JOIN THE PERIPATETIC TEAM

Applications are invited from experienced and qualified teachers who have successfully completed their probationary period. The teachers will work in primary and/or secondary schools as required. This work of the ESL team is co-ordinated by the English Advisor and involves close co-operation with Head Teachers.

The role of the teachers will include:

- at teaching individuals or small groups of ethnic minority pupils who have no English, or very little effective command of English;
- teaching ethnic minority pupils with Phase 3 needs in language, as appropriate and may be desirable or feasible;
- working in team-teaching situations wherever possible and desirable;
- take interest in aspects of multi-cultural education at least at the level of classes in schools, and (according to personal interest) participating in in-service work with teachers.

Candidates should hold a licence to drive a car and should be car owners. A private car allowance will be payable.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 500112).
Closing date: 23rd November 1987.
Outer London Allowance Payable. (28834) 710000

HERTFORDSHIRE NORTH HERTS MULTI-ETHNIC SUPPORT TEAM
Required for January or April 1988. Two E.S.L. Teachers (Main Scale) for secondary pupils.
66 under Multi-Cultural Education. (28753) 710000

Overseas Appointments

ARGENTINA

ST. PAUL'S COLLEGE
Buenos Aires, Argentina

Applications are invited from experienced and qualified teachers who have successfully completed their probationary period. The teachers will work in primary and/or secondary schools as required. This work of the ESL team is co-ordinated by the English Advisor and involves close co-operation with Head Teachers.

Candidates should hold a licence to drive a car and should be car owners. A private car allowance will be payable.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 500112).
Closing date: 23rd November 1987.
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Required for January or April 1988. Two E.S.L. Teachers (Main Scale) for secondary pupils.
66 under Multi-Cultural Education. (28753) 710000

COACH SOCCER IN U.S.A.

Coaching opportunities in USA with O.T. Britain - Book your Soccer, July/Aug. 1988. F.A. Badge required.

Send large S.A.E. for details and application form to: GIBBS, 134 Brooklands Grove, Merton, Surrey, W. York. L28 5TN. (22685) 730000

EUROPE OPPORTUNITIES IN EUROPE AND THE USA

Teachers and lecturers are invited to obtain information on post-graduate exchange schemes. The participants are seconded on full salary and benefit by travel and cost of living allowances. Duration in most subjects exist in the USA. These exchange may be arranged for 6 or 12 months. The mainland European programmes are primarily for teachers of modern languages. The duration of exchange may range from 3 weeks to 12 months. Find out more by contacting the Central Bureau, Seymour House, London W1H 7JL. Tel: 01-456 5101 (Ext. 274). (28208) 730000

CALIFORNIA SCHOOL DISTRICT addresses and salaries. Send SAE for information to: W.D. Walker, 10 Westminister Avenue, Kirkby, Merseyside, L35 9EF. (22245) 730000

CHRISTIAN TEACHERS especially for R.E., Maths, Science, English and Commerce for Secondary Schools in Africa. Volunteer terms - two years. Apply to: Voluntary Missionary Movement, 10 St Albans, Herts AL2 1AR. Tel: 0455 24853. (A.S. appreciated.) 730000

FRANCE RAPID ENGLISH Requires full-time well-qualified teachers of English for its language schools in Normandy for 1988. Applicants must hold a University Degree, a teaching qualification and speak French. Experience in TEFL is desirable. Please send C.V. with photo, test scores and tel. no. of two referees to: Rapid English, 10 St Albans, Herts AL2 1AR. Tel: 0455 24853. (A.S. appreciated.) 730000

USA RECRUITMENT Tel: 01-287 0424. C.V. to Exodus 128 Saloon Twp. 61 Leander Rd., London SE1 1244. (28254) 730000

GERMANY Trainer required in January 1988 for English-run language school, preferably with TEFL, initial 6-month contract with guaranteed remuneration. For further details please write with C.V. to: Stevens English Training, Rutland Road, 4300 Essex, 17441 Germany. Tel: Essex 17441. (28155) 730000

KENYA Braeburn School has the following vacancies for January 1988:
Class Teacher - Class Four (5-9 years old)
Teacher of Music Primary Level
Remedial/Special Education Teacher Primary Level
Apply with C.V. and telephone number to the Headmaster, of 18 The Mead, Disborough, Leicestershire (LE12 1ST) (28215) 730000

URGENT EXCHANGE 1988 Primary Country Town Primary Australia. Contact Joe Sealy, Repentance Road, Scene 2351. (19005) 730000

MINISTRY OF DEFENCE

Service Children's Education Authority

VACANCIES FOR PRIMARY TEACHERS

April 1988

Naples British Forces School (Group 2)

Lower Juniors

An enthusiastic and adaptable teacher is required for this small primary school. An ability to lead or curriculum in Drama, PE and Language is required.

In addition SCEA invites applications from qualified and experienced teachers to fill a significant number of PRIMARY POSTS, mostly at the INFANT teaching level.

Most initial appointments will be made on the Basic Scale, but a few vacancies will attract an incentive allowance. Although contracts are initially for three years, these are renewable subject to satisfactory performance, and many teachers stay with the Authority for considerable periods, achieving substantial advancement within it.

The bulk of appointments will be in Germany, but a small number of teachers will be needed in Cyprus, Hong Kong and Gibraltar. Applicants may specify the overseas area(s) in which they are interested, although those including Germany in their choices are more likely to enhance their chances of being selected for interview and possible subsequent appointment.

SCEA primary schools are very well equipped, generously staffed, and designed in every way to reflect the best of contemporary UK practice. An advisory service and excellent programme of in-service training ensures that the SCEA teacher remains professionally up-to-date and fully in touch with developments in the UK.

CONDITIONS OF SERVICE

SALARY - Salary is in accordance with the Education (School Teachers' Pay and Conditions of Service) Order 1987.

LONDON ALLOWANCE

Inner London Allowance of £1,215 is payable.

SUPERANNUATION

Normal rights are safeguarded.

FOREIGN SERVICE ALLOWANCE

A tax-free allowance is payable.

All applicants should normally be resident in the UK, where they have recently gained at least two years teaching experience in a similar post to that for which they are applying.

The Civil Service is an equal opportunities employer.

Requests for application forms and further details should be made in writing to: Service Children's Education Authority 2a, MOD/2/83 HQ DAED, Court Road, Eltham, London SE9 5NR (Tel: 01-854 2242 Ext 4206/4224). The closing date for completed application forms is Tuesday 24 November 1987.

(53482)

IPK

KUWAIT

INSTITUTE FOR PRIVATE EDUCATION (IPE)

IPE is one of the largest private training organisations in Kuwait, and to cater for expansion the following vacancies will occur in September 1988.

GULF ENGLISH SCHOOL KUWAIT

Secondary Department (SEG, GCSE) Graduate teachers of English, Drama, Physics, Mathematics, Graphic Communication, Chemistry, Biology, Information Technology.
Primary Department
Infant class teachers (4yrs 5mths-7yrs 6mths)
Junior class teachers (7yrs 6mths-11yrs)
Also specialists for Junior and Infants in: Music, Physical Education, Computing, EFL/ESL and supply.

PITMAN SECRETARIAL AND BUSINESS STUDIES CENTRE

Qualified teachers required for Secretarial Studies - typing, word processing and Pitman script Pitman intermediate level.
Business Studies - economics and accountancy to Pitman intermediate level (word processing an advantage)

ENGLISH LANGUAGE TEACHERS

Specialist teachers of EFL and ESP in banking, finance, technical, commercial and business studies. Teaching takes place at four centres in Kuwait and also at the premises of some of Kuwait's leading financial, oil processing and airline companies.

TERMS:

Two year contract (renewable), annual economy passage London Kuwait/London, baggage allowance, gratuity, free furnished, air conditioned accommodation, free electricity, water and postage. A tax free salary in the range KD3420 to KD6660.
Applications are invited from suitably qualified single teachers and married couples without children. All mail curriculum vitae and recent photograph to: Robert W Sheffield MBE, Principal, Gulf English School, PO Box 8320, 32038 Hawail, Kuwait, Arabian Gulf.
Interviews will be held in London February/March 1988 (5374)

FINLAND

TEFL teacher required by Language Institute for five months from January. Full board accommodation provided and fares paid. Interview London late November. Send cv and photo to: Mr N. Collins, The Anglo-Finnish Institute, 169, 33210 Tampere, Finland. (28069) 730000

FINLAND

Experienced teachers with degree and RSA qualification for equivalent schools in Helsinki, Tampere and Turku. Renewable 12-month contract beginning January 1988. Please apply with cv and covering letter to: Lingua Ltd, Personnel Department, 55 Pall Mall, London SW1Y 5BH. (28024) 730000

FRANCE E.F.L. Teachers

Urgently needed. C.V. with photo to The English Institute, 2 Rue Du Vieux Marin, 92 Ave. V. Vincennes, 75011 Paris. (28005) 730000

GERMANY

Trainer required in January 1988 for English-run language school, preferably with TEFL, initial 6-month contract with guaranteed remuneration. For further details please write with C.V. to: Stevens English Training, Rutland Road, 4300 Essex, 17441 Germany. Tel: Essex 17441. (28155) 730000

KENYA

Braeburn School has the following vacancies for January 1988:
Class Teacher - Class Four (5-9 years old)
Teacher of Music Primary Level
Remedial/Special Education Teacher Primary Level
Apply with C.V. and telephone number to the Headmaster, of 18 The Mead, Disborough, Leicestershire (LE12 1ST) (28215) 730000

URGENT EXCHANGE 1988

Primary Country Town Primary Australia. Contact Joe Sealy, Repentance Road, Scene 2351. (19005) 730000

OMAN

Paces Recruitment Consultants have been instructed to recruit to Bursar for the Muscat English Speaking School.

The School has 450 children: aged 4-13 years on roll and follows a British style curriculum.

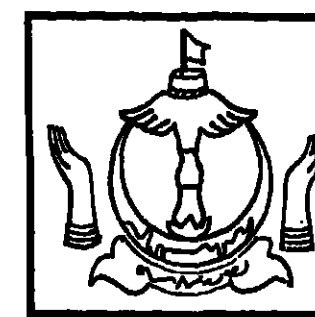
The successful candidate will have experience of financial management in a successful educational institution, public authority or large business. He will also have proven ability in most of the following fields and a recognised accountancy or administrative qualification.

1. Overall financial accountability of a large budget.
2. Detailed day to day budgetary control.
3. Personnel management.
4. Computer systems (prof. experience of Lotus 123 and/or Data Base II).
5. Previous experience in an educational institution or similar.

Tax free salary in excess of £16,700 per annum (current rate of exchange £1 = 0.84 Omani Rial), rent free accommodation, return air fare, baggage allowance etc. etc.
The successful candidate will be male preferably but not essential.

Please send two copies of each of the following: Letter of Application, CV, Names and Addresses of two referees and a Passport Photograph, together with a large stamped and signed envelope to: Dept J, Paces, 68 Eccleston Gardens, St. Helens, WA10 3BN.

Further details will be forwarded to short listed candidates. Closing date 2nd November 1987. (5305)



Government of BRUNEI DARUSSALAM

Applications are invited from suitably qualified candidates for the following posts in the Education Department of The Ministry of Education and Health, Negara Brunei Darussalam.

Technical Institutions.

1. EDUCATION OFFICERS

Salary: £7,760-£14,500

a) English Language

To teach English to trainees taking a wide range of courses ranging from craft to technician level, including Business and Technician Education Council courses, and to prepare training material and language laboratory software.
Applicants should be aged between 25 and 50 with an honours Bachelor degree in English Language from a recognised University, a recognised Post Graduate Diploma or Certificate in Education and a minimum of 5 years teaching experience.
A Diploma in English as a Foreign Language or English for special purposes is desirable.

b) Mathematics

To teach Mathematics to students attending a wide range of craft to technician level courses and to prepare training and instructional material.
Applicants should have an honours Bachelor degree in Mathematics or an equivalent qualification in a relevant discipline from a recognised University, a recognised Post Graduate Diploma or Certificate in Education and a minimum of 5 years teaching experience.

c) Physics/Applied Physics

To teach Physics to students taking a wide range of craft to technician level courses and to prepare teaching and relevant instructional material.
Applicants should have an honours Bachelor degree in Physics or Applied Physics or an equivalent qualification in a relevant discipline from a recognised University, a recognised Post Graduate Diploma or Certificate in Education plus a minimum of 5 years teaching experience.

2. SENIOR TECHNICAL INSTRUCTORS

Salary: £7,760-£12,850

a) Mechanical Engineering (Plant and Production)

To instruct students on Plant Maintenance & Fitting and Machining courses and to supervise them on industrial attachment.
Applicants should be qualified to Bachelor degree level in Mechanical Engineering with a specialism of Plant and Production or an equivalent qualification in a relevant discipline and a minimum of 5 years experience preferably in heavy engineering. The possession of a teaching qualification would be advantageous and membership of the Institute of Mechanical Engineers or a relevant professional body desirable.

b) Electrical Engineering

To teach students taking electrical courses at both craft and technician levels. Assisting in the development and running of short courses of basic training and more advanced and specialised short courses covering sub-stations and plant maintenance, transmission systems, protective devices etc., and the supervision of students on industrial training programmes.
Applicants should be qualified to Bachelor degree level in Electrical Engineering or the equivalent in a relevant discipline with a minimum of 5 years teaching or industrial experience preferably in electricity generation and heavy electrical plant. The possession of a teaching qualification would be advantageous and membership of the Institute of Electrical Engineers or other relevant professional body desirable.

c) Radio, Television and Electronics

The main responsibilities will involve instructing students taking the Television Mechanics courses, assisting in the development and instruction of advanced courses in Colour TV and Video Cassette Recording and the supervision of students on industrial training programmes.
Applicants should be qualified to Bachelor degree level in Electrical/Electronic Engineering with a bias towards Colour TV and/or Video Recording or to an equivalent standard in a relevant discipline and have at least 5 years teaching or industrial experience in Radio, Television or Electronics. Membership of the Institute of Electronic and Radio Engineers or other relevant body is desirable and a teaching qualification would be advantageous.

d) Secretarial Studies

To teach students attending the Secretarial Studies courses and to supervise them on industry based programmes.
Applicants should hold a Diploma or Higher Certificate in Secretarial Studies or an equivalent qualification in a related discipline and have a minimum of 5 years teaching or commercial experience in Secretarial work. The possession of a higher qualification in a related field and a teaching certificate is desirable.

c) Refrigeration and Air Conditioning

To instruct students attending Refrigeration and Air Conditioning courses and supervising them on industrial training programmes.
Applicants should hold a Diploma, Higher Certificate or an equivalent qualification in Refrigeration and Air Conditioning or a relevant field of study together with at least 5 years teaching or industrial experience in this subject. The possession of a higher qualification in a related field would be an advantage.

d) Automotive Engineering

To teach students taking Automotive Engineering courses and to supervise them on industrial attachment programmes.
Applicants should hold a City and Guilds Automotive Technicians Certificate or an equivalent qualification in a relevant field of study and have at least 5 years teaching or industrial experience in Automotive Engineering.

e) Plumbing and Pipefitting

The main responsibility will be to teach students theoretical and practical plumbing and pipefitting.
Applicants should possess a full Technological Certificate or Higher Diploma in Plumbing and Pipefitting or an equivalent qualification in a relevant field of study and have a minimum of 5 years teaching or industrial experience embracing all aspects of Domestic Water Supply, Water Mains, Gas and Arc Welding. The possession of a teaching qualification would be advantageous whilst a higher qualification in a related field or membership of a professional institution is desirable.

f) Painting and Decorating

To teach students theoretical and practical Painting and Decorating.
Applicants should have a full Technological Certificate or Higher Diploma in Painting and Decorating or a relevant discipline together with at least 5 years teaching or industrial experience covering industrial protective coatings, spray painting and/or interior decoration. The possession of a teaching qualification would be an advantage and a higher qualification in a related field desirable.

g) Radio, Television and Electronics

The main responsibilities will involve instructing students taking the Television Mechanics courses, assisting in the development and instruction of advanced courses in Colour TV and Video Cassette Recording and the supervision of students on industrial training programmes.
Applicants should be qualified to Bachelor degree level in Electrical/Electronic Engineering with a bias towards Colour TV and/or Video Recording or to an equivalent standard in a relevant discipline and have at least 5 years teaching or industrial experience in Radio, Television or Electronics. Membership of the Institute of Electronic and Radio Engineers or other relevant body is desirable and a teaching qualification would be advantageous.

h) Secretarial Studies

To teach students attending the Secretarial Studies courses and to supervise them on industry based programmes.
Applicants should hold a Diploma or Higher Certificate in Secretarial Studies or an equivalent qualification in a related discipline and have a minimum of 5 years teaching or commercial experience in Secretarial work. The possession of a higher qualification in a related field and a teaching certificate is desirable.

Secondary and Primary Schools.

Secondary Schools:

Preference will be shown to candidates who have had experience in preparing pupils for Ordinary and Advanced Level examinations and who are competent to teach their specialisation in English Medium.

- a) Mathematics (including Additional Mathematics)
- b) English Language
- c) Pure Science (Chemistry and Physics)
- d) Integrated Sciences
- e) Home Science (including Food and Nutrition)
- f) Geography
- g) History (including Economics and Public Affairs)
- h) Economics
- i) Commerce
- j) Commercial Studies
- k) Principles of Accounts
- l) Agriculture Science
- m) Metalwork
- n) Engineering Science
- o) Geometrical and Mechanical Drawing

Primary Schools:

Preference will be given to candidates with experience in general subjects and also in English Language, Mathematics and Science.

1. EDUCATION OFFICERS

Salary: £7,760-£14,500

Applicants should be 25-50 with an honours Bachelor degree in an appropriate subject from a recognised University together with a Post Graduate Diploma or Certificate in Education and a minimum of 5 years teaching experience.

2.(a) TEACHERS

Salary: £4,480-£11,150

Applicants should be between 25-50 with a Bachelor degree in an appropriate subject from a recognised University or Institute of Higher Education together with a Diploma or Certificate in Education and a minimum of 5 years teaching experience.

2.(b) TEACHERS

Salary: £3,590-£7,400

Applicants should be between 25-50 and hold a Diploma or Teaching Certificate from a College or Educational Institute and have some teaching experience.

Terms of Appointment

The initial contracts are for 3 years, renewable subject to mutual agreement.
Salary, depending on qualifications and experience, will be within the ranges quoted above. In addition there is an annual bonus and a 25% tax free gratuity on the successful completion of contract.

Other benefits include free passages, children's education allowances, generous paid leave, subsidised housing and an interest-free car loan.
Note: The salaries quoted are based on an exchange rate of £1 = B\$3.51 as at 28th October 1987. There is no personal income tax in Brunei Darussalam at present.

For an application form please write to, or contact:

The Recruitment Unit,
The Brunei Darussalam High Commission,
49 Cromwell Road,
London SW7 2ED.

Telephone: 01-581 0521 Extension 34.

Closing date for applications - 27th November 1987.

SULTAN OF OMAN'S AIR FORCE

Teaching Appointments

Applications are invited from suitably qualified and experienced Teachers of English as a Foreign Language, aged below 50 to fill vacancies in the Directorate of Education Services. Successful applicants will teach English from Beginners to Advanced intermediate level and to various technical training levels.

Applicants must be qualified teachers, hold a TEFL certificate and have at least 5 years teaching experience. Preference will be given to those who also have previous military experience.

These are civilian contractual appointments for two years, unaccompanied. Pay (in Omani Rials) is equivalent to O\$13,000 p.a. at the current rate of exchange. There is an end-of-contract gratuity of 20% of total pay received; pay and gratuities are tax-free normally. These accommodation and salaries are provided free and three periods of 20 days UK leave are granted annually with air passages paid.

